DOCUMENT RESUME

ED 176 009 CE 019 133

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TITLE	A Prescriptive Catalog of Instructional Materials Recommended for Use in the Job Survival Skills Program of the California Youth Authority.
INSTITUTION	American Institutes for Research in the Behavioral Sciences, Los Angeles, Calif.
SPONS AGENCY	California State Dept. of the Youth Authority, Sacramento.
PUB DATE	Apr 77
NOTE	121p.; Not available in paper copy due to thin and broken type; For related documents see CE 019 147 and CE 019 178
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Curriculum Development; *Delinquents; *Evaluation Criteria; Evaluation Methods; Information Seeking; *Instructional Materials; *Job Skills; *Media Selection
IDENTIFIERS	California Youth Authority

ABSTRACT

A project was conducted to collect, summarize, and evaluate instructional materials for use in the job survival skills program of the California Youth Authority. The materials sought were those which focused on any or all of eight general skill categories within the scope of job survival (e.g., seeking a job, maintaining a job). Two methods of searching for and collecting materials were used: (1) identification and contact of 180 commercial publishers of career education materials, and (2) a nomination form, which is sent to state agencies responsible for processing and rehabilitation of youth offenders, asking for the nominations of job survival programs, methods, and materials. The materials received were reviewed by the use of a criterion checklist. (Included in the document is a list of all materials submitted for review and evaluation and the annotations of recommended materials scoring fifty-five points or more on the checklist. The criterion checklist is contained in the appendices). (JH)

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A Prescriptive Catalog of Instructional Materials Recommended for Use in the Job Survival Skills Program of the California Youth Authority

Submitted by

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and

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The American Institutes for Research

April 1977

CE 019 133

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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I. DESIGNING THE SEARCH FOR MATERIALS

Under subcontract to the California State Department of the Youth Authority (CYA), staff of the American Institutes for Research (AIR) undertook the task of collecting, summarizing and evaluating instructional materials aimed at helping youth develop, practice, and evaluate their performance of job survival skills. AIR sought those commercially-produced or public domain materials which focused on any or all of eight general skill categories within the scope of job survival. These categories, chosen to serve as indicators of the topics and needs to be addressed by the program, cover skills in:

(a) examining personal characteristics
(b) assessing educational needs
(c) examining opportunities in the world of work
(d) making career and life decisions
(e) seeking a job
(f) getting a job
(g) maintaining a job, and
(h) managing personal finances.

To refine the search and evaluation process, AIR staff identified the following specific topics to be covered in each skill category.

(a) Examining personal characteristics: helping students to identify their job-related skills and interests, attitudes about work, and work environment preferences.

(b) Assessing educational needs: helping students to explore training options and to determine what specific skills are necessary for various types of jobs.

(c) Examining opportunities in the world of work: encouraging students to study in depth a variety of occupational areas related to their interests and abilities; helping students to explore blue collar as well as white collar jobs and to understand the importance of all types of work.

(d) Making career and life decisions: helping students to understand the importance of setting priorities and personal goals; the relationship of work and lifestyle preferences; and how the decision making process is applied to job choice.

(e) Seeking a job: teaching skills in locating and using job information sources including classified ads, public and private employment agencies, libraries, counselors, friends, and relatives; and developing a resumé and cover letter.

(f) Getting a job: teaching skills in writing letters of application, completing application forms, and participating in an employment interview.

(g) Maintaining a job: teaching skills in following directions, communicating with fellow workers and supervisors, handling on-the-job conflict situations, following rules and regulations, and developing good work habits such as being punctual, cooperating with fellow workers, and giving proper attention to personal appearance.

(h) Managing personal finances: helping students to understand payroll deductions and teaching skills in simple budgeting and using banking services.

These categories and specific skills were defined and structured by CYA and AIR staff. Also used in this refinement process were the results of a needs assessment that CYA researchers on this project conducted with current and former CYA wards.

II. CONDUCTING THE MATERIALS SEARCH

The first step in the search for and collection of instructional materials to be reviewed for the Job Survival Skills Program required the identification of commercial publishers known to be, or likely to be, involved in the production of materials related to the general topic. The major source of information on possible contacts was a list of more than 200 publishers of career education materials compiled by the staff of a recently completed AIR project. Appendix 1 is a sample of the search letter sent to 180 of the publishers listed. Sixty publishers responded by providing materials for preview and evaluation. A complete list of all publishers receiving the original search letter can be found in Appendix 2.

A second source of contacts for identification of instructional materials came from a Nomination Form developed by AIR project staff. This form (see Appendix 3) was sent to the agency in each state responsible for the processing and rehabilitation of youthful offenders and to other agencies known by project staff to be serving client populations with characteristics similar to those of CYA wards (e.g., a community-based job corps center). This form asked recipients to nominate job survival-oriented programs as well as instructional methods and materials which have been used successfully with disadvantaged youth and/or youth adjudicated as delinquent. Responses were received from 28 out of 60 agencies contacted.

By the end of April 1977, 197 sets of materials had been collected for review and evaluation. The evaluation and recommendation process is described below.

III. EVALUATING AND RECOMMENDING INSTRUCTIONAL MATERIALS

To expedite and standardize the AIR-CYA search and review processes, project staff developed a "Criterion Checklist for Assessing Instructional Resources Collected for the Job Survival Skills Program." The Criterion Checklist (see Appendix 4) is composed of objective items scaled by importance for specific criterion variables under the categories of:

A. Target Population
B. Content Focus and Coverage
C. Instructional Goals and Objectives
D. Learning Requirements Related to CYA Wards' Skills and Interests
E. Instructional Methods, Materials, and Conditions, and
F. Cost-Effectiveness Information.

The five-point scales of each variable have been used to indicate the relative appropriateness and usefulness of each of the materials submitted for review and possible inclusion in the Job Survival Skills Program.

Section G of this Checklist, Additional Variables for Evaluation, contains non-scaled items indicating the extent of sex, ethnic/cultural, and job bias exhibited by each set of materials, as well as a list of the types of equipment (e.g., filmstrip projectors, tape recorders, etc.) necessary for implementing each set.

Each set of materials reviewed was assigned a score based on the total of its rankings on each scaled variable under categories A through E. Since a review of the first ten sets of materials received revealed that little, if any, information was available on publisher-initiated evaluations of those materials, AIR staff decided to omit scoring Section F of the Checklist. In addition, results for Section G were not included since its variables were not scaled.

The average score of the first ten randomly selected materials was 80 points. An arbitrary cut-off point of a score of 70 was set for materials to be annotated by AIR staff and considered for recommendation as *primary instructional resources* for use in the Job Survival Skills Program. Ideally, materials scoring 70 points or higher would be those that: (1) address at least one identified skill category area in-depth, (2) are written at a 4th - 6th grade reading level and, thus,

match the reading ability of the average CYA ward, (3) provide substantial direction for instructional staff, and (4) require a substantial amount of active student participation. However, since a totally objective set of variables cannot reveal minute, and often subtle, strengths and weaknesses of individual materials, a second review of each set of materials scoring 70 points or higher was initiated. The results of this second, subjective review were summarized and recorded as the Evaluator's Comments on the back of each annotation.

Materials scoring less than 70 but more than 55 points were considered for recommendation as *secondary instructional resources*. These materials, to be used to supplement primary resources, were also subjectively reviewed and annotations were prepared for those whose subjective review indicated that they would be useful as secondary resources. Recommendations made in this report for both primary and secondary resources are based on each set of material's overall score balanced with its Evaluator's Comments.

The following sections contain:

(1) a list of all materials submitted for review and evaluation (Section IV), and (2) annotations of recommended materials scoring 55 or more points (Section V).

Section V-A contains annotations of all materials recommended as primary instructional resources. The index for this section indicates the order of preference for recommended materials.

Section V-B contains annotations of all materials considered for recommendation as secondary instructional resources. The index for this section serves the same purpose as the one for Section V-A.

IV. Materials Submitted for Review and Possible Inclusion in Job Survival Skills Program

Title	Publisher
ABC's of Getting and Keeping a Job	Eye Gate
About Getting a Job	Channing L. Bete
Accent/Consumer Education	Follett
After School - What?	Channing L. Bete
Age of Electronics	Bowmar
A Job for You	Steck-Vaughn
All in a Day's Work	Globe
Applying for Credit	Guidance Associates
Are You Looking Ahead	Eye Gate
Are You Ready for a Job?	AIMS Instructional Media
Asserting Yourself	Addison-Wesley
Banking and Banking Services	Changing Times
Before You Get a Job	Media Materials
Be Informed	New Readers Press
Born to Win	Addison-Wesley
Bread and Butterflies	AIT
Building a Good Self-Concept	Relevant Productions
Business English in Communication	Prentice-Hall
Buyer Beware	Guidance Associates
Buying on the Installment Plan	Guidance Associates
Cabbages to Kings and Things	Bowmar
Career and Life Planning Guide	Follett
Career Awareness - Why Work?	AIMS
Career Card File	Developmental Learning
Career Choice	Guidance Associates
Career Perspective	Charles A. Jones
Careers - Exploration and Decision	Prentice-Hall
Careers for All Series	Benefic Press
Career Values	Guidance Associates
Charge It...	Media Materials
Choice	Texas Education Agency
Choosing the Kind of Job You Want	Changing Times
Compassion for People	Bowmar
Consumer and Metrics	Relevant Productions
Consumer Credit...	BFA
Consumer Related Mathematics	Holt, Rinehart & Winsto
Craftsmen	Barr Films
Credit Applications	Relevant Productions
Cross-Vocational Skills	Educational Design
Dealing with Criticism	Centron Films
Dealing with the Unexpected	Centron Films
Deciding for Myself	Winston
Deciding on Your Career	Changing Times
Decision Making	Relevant Productions
Discover Your Hidden Talents	Classroom World
Drawing Conclusions...	Centron Films
Earning Money Now	Relevant Productions
Education for Occupations	Eye Gate
Employment Interview	Milady
Establishing Credit	Relevant Productions
Entering the Job Market	Changing Times
Family of Five	Follett
Financing a Car	Relevant Productions
Finding a Job	Relevant Productions

Title	Publisher
Finding a Job...Help Wanted Columns	California Learning
Finding and Holding a Job	Creative Visuals
Finding Your Job	Eye Gate
Finding Your Job Workbook	Finney
First Weeks of Work	Relevant Productions
Forms in Your Future	Learning Trends
15 Steps Toward Getting a Job	Career Publishing
15 Tips on Holding a Job	Career Publishing
Getting a Bad Check	Relevant Productions
Getting a Job	Educational Design
Getting a Job	Fearon
Getting Credit	Relevant Productions
Going Places with Your Personality	Fearon
Goofy Goes to Work	Walt Disney
Head of Household	Follett
Help Yourself to a Job	Finney
How to Beat the Establishment...	Apple/One
How to Choose Your Work	Benziger, Bruce
How to Find and Apply for a Job	South-Western
How to Get a Job	Classroom World
How to Get a Job	Bruce
How to Get a Job and Keep It	Steck-Vaughn
How to Get and Hold a Job	Relevant Productions
How to Get and Hold the Right Job	Department of Labor
How to Get That Job	Bowmar
How to Handle Money	Relevant Productions
How to Hold Your Job	John Day
How to Work for a Living and Like It	Addison-Wesley

Title	Publisher
Human Energy	Addison-Wesley
I am Lovable and Capable	Argus
I'd Rather Do It Myself...	American Guidance
If You Don't Know Where You're Going	Argus
Interest	Relevant Productions
Interview	Relevant Productions
Introduction to American Industry	DCA
It's Easy to be Liked	Finney
It's Your Future	Eye Gate
Jerry Works in a Service Station	Fearon
Job Attitudes	Creative Visuals
Job Hunt	AIMS
Job Finder	Bellman
Job Hunting	Lockheed
Job Orientation	Milady
Jobs	Behavioral Research Lab
Jobs for the Now Generation	Bowmar
Jobs in Your Future	Scholastic Books
Job Survival Skills	Singer
Jobs You Get	Follett
Job that Goes Someplace	Guidance Associates
Job You Want	South-Western
Just Married	Follett
Learning to be Together	BFA
Liking Your Job...	Guidance Associates
Living in a Consumer's World	New Readers Press
Living in the Future: Now-Individual Choices	BFA
Living in the Future: Now-Social Directions	BFA

Title	Publisher
Looking at the Future	BFA
Making Ends Meet	Guidance Associates
Making It On Your Own	New York Times
Man Has Wings	Bowmar
Many Hear, Some Listen	Centron
Me and Others	Educational Design
Money	Relevant Productions
Money Management	Changing Times
Money Tree	Bowmar
Money Well Spent	Guidance Associates
My Career Guidebook	Benziger, Bruce
My Life - What Shall I Do With It?	American Guidance
Nation's Builders	Bowmar
Notch a Stick...	Garcia-Rostvold
Nutrition	Relevant Productions
Occupational Essentials	H.C. Johnson Press
Occupational Notebook Program	Opportunities for Learning
Occupations I	New Readers Press
Occupations II	New Readers Press
On the Job	Guidance Associates
On the Job	Educational Design
On Your Own	Follett
Our World of Work	DEF Media
Out of Work	New Readers Press
Over-drawn...	Relevant Productions
Pathways to Careers	Globe
Pathway to Your Future	Bellman
Paycheck	Follett

Title	Publisher
People and the City	Scott Foresman
Personal Finance	Relevant Productions
Personality Development...	South-Western
Personal Money Management	Addison-Wesley
Planning for Your Own Apartment	Fearon
Poor Credit Rating	Relevant Productions
Preparing for an Office Job	Career Aids
Preparing for Work	Relevant Productions
Price of Credit	Guidance Associates
Repair Trades	BFA
Resumes That Get Jobs	ARCO
Resumes for Job Hunters	ARCO
Retail Salesclerk	Follett
Selecting a Career	Educational Dimensions
Self-Concept and Work	Relevant Productions
Service Station Attendant	Follett
Shopping Lists Game	Developmental Learning
Smart Spending	Educational Design
Smile of Success	Classroom World
Sorting Yourself Out	Pathescope
Staying with It...	Changing Times
Succeeding in the World of Work	McKnight
Supervising on the Job	Interstate Printers
Taking Responsibility	BFA
Taking Stock	Follett
Trouble at Work	Guidance Associates
Turner Career Guidance Series	Follett
Understanding the Marketplace	McGraw-Hill

Title	Publisher
Unemployment	Relevant Productions
Unions and You	Changing Times
Using Dollars and Sense	Fearon
What You Should Know About Insurance	Relevant Productions
Why Am I Afraid to Tell You...	Argus
Why Work at All?	Guidance Associates
Women at Work	Guidance Associates
Work Applications	Relevant Productions
Workers and Management	Changing Times
Work Experience Survival Kit	Goodyear
Work Experience Workbook	Career Associates
Working Makes Sense	Fearon
Workstyles/Lifestyles	Eye Gate
World of Work	New Readers Press
Writing Resumes	Learning Systems
You and They	Follett
You and Your Needs	Follett
You are Heredity	Follett
You Can Get the Job	Relevant Productions
You Can Make It Happen	Addison-Wesley
Your Attitudes	Lothrop, Lee & Shepard
Your Money's Worth	DEF Media
Your Resume	ARCO
Your Work and Your Career	William Sadlier

V. ANNOTATIONS

This section contains annotations of all recommended materials scoring 55 or more points on the Criterion Checklist for Assessing Instructional Resources Collected for the Job Survival Skills Program. Section V-A contains annotations of all materials recommended as primary instructional resources. Section V-B contains annotations of all materials recommended as secondary instructional resources.

Each material's annotation includes the following information: title, date of publication, and author(s) if appropriate; publisher; cost; format (e.g., film, book, etc.); level (reading level); and features (description of the material's organization and content). Reading level indicates the grade level of reading ability required by the student materials. In most cases, reading level was specified by the publisher. If information was provided on the type of readability scale used, this is also shown. For materials with no reading level specified by the publisher, AIR staff determined reading level using the Fog Count readability scale.

Evaluator's Comments on the back of each annotation give the AIR evaluator's subjective reactions to the material, focusing on its appropriateness for use in the CYA Job Survival Skills Program. Comments related to sex, ethnic, and job bias in the material were included here; as well as comments on pace and level of sophistication, and the amount of direction provided for the instructor.

Index of Materials Recommended as Primary Instructional Resources
(in order of preference)

Title (Score)	Page No.	Category Areas*							
		a	b	c	d	e	f	g	h
Job Survival Skills Program (113)	11	x	x			x	x	x	
Succeeding in the World of Work (122)	12	x		x	x	x	x	x	x
Getting a Job (Fearon) (79)	13			x		x	x	x	
Goofy Goes to Work (93)	14	x				x	x	x	
How to Get a Job and Keep It (93)	15	x				x	x	x	
Occupational Essentials (125)	16	x				x	x	x	
Help Yourself to a Job (85)	17	x		x		x	x	x	
Getting a Job (Educational Design) (81)	18					x	x		
Deciding on Your Career (70)	19	x		x	x				
On the Job (90)	20							x	
Job Orientation (90)	21	x		x		x	x	x	
Notch a Stick - Scratch a Stone (78)	22	x			x				x
People and the City: Getting Jobs (75)	23			x	x	x	x		
How to Get That Job (85)	24					x	x		
Working Makes Sense (76)	25								x
Jobs in Your Future (115)	26	x	x	x		x	x	x	
Careers for All (92)	27	x		x	x		x		
Occupational Notebook Program (113)	28	x		x		x	x	x	
Before You Get a Job (88)	29	x							
Cross-Vocational Skills and Information (76)	30							x	
How to Hold Your Job (70)	31	x						x	
Me and Others (85)	32	x			x				
Jobs (89)	33	x	x	x		x	x	x	
Finding a Job Through the Help-Wanted Columns (79)	34			x					

*The eight skill category areas are: a) examining personal characteristics, b) assessing educational needs, c) examining opportunities in the world of work, d) making career and life decisions, e) seeking a job, f) getting a job, g) maintaining a job, and h) managing personal finances.

TITLE: *Job Survival Skills Program* (1973)

PUBLISHER: Singer Education Division
80 Commerce Drive
New York, New York 14623

COST: $425.00

FORMAT: 13 filmstrips, 13 audio cassette tapes, 3 puzzle boxes, game accessories, 12 student workbooks, 3 occupational display boards, 3 game boards, group leader's manual

LEVEL: 6th grade

FEATURES: The *Job Survival Skills Program* is designed to be used with groups of eight to twenty job seekers of any age, sex, or background. The entire program requires approximately 25 hours of classroom instruction but may vary according to the method of presentation.

Units I and II introduce the program and begin students on the task of identifying their reasons for participating. The second filmstrip, "Education and Training" also explores reasons why people work, the basic requirements of almost every type of job, and how additional training or education can help the individual to find the job he or she wants.

Units III and IV help the student to understand how their goals and expectations and the perceptions of others influence self-image. Emphasis is placed on improving one's self-concept by setting realistic goals, and by being in tune with one's own abilities and interests. It is stressed that a good self-concept will help to create the self-confidence necessary for success on-the-job.

Units V, VI, VII, and VIII focus on interpersonal relationships on the job. The titles, "Communication," "You and Your Supervisor," "You and Your Co-Workers," and "Successful Job Behavior" are indicative of the content of these presentations.

Units IX, X, XI, XII and XIII cover specific skills necessary for a successful job hunt. These skills include locating job information, matching abilities and interests with possible jobs, understanding how personal appearance and attitudes affect the employer's initial impression of the applicant, developing a resume, completing employment applications, and participating in a job interview.

Unit XIV is a summary of all preceding presentations and includes a brief quiz over the material. Unit XV is designed to help students conduct a thorough evaluation of their work-related strengths and weaknesses.

Each filmstrip presentation is keyed to both the teacher's manual and the student workbook. The teacher's manual is divided into sections for each unit which identify the major objective, equipment and materials needed, and instructions for implementation. The student workbook contains worksheets and brief sections of text summarizing information presented on the filmstrips.

EVALUATOR'S COMMENTS: The program presents both motivational and instructional material in a lively and interesting fashion. The method of presentation is extremely varied and includes, in addition to the filmstrips, games, puzzles, role-play situations, discussions, and personalized evaluations. A wide variety of people are depicted throughout the program, making it appealing to almost every type of student.

TITLE: *Succeeding in the World of Work* (1975)

PUBLISHER: McKnight Publishing Company
301 Prospect Road
Bloomington, Illinois 61701

COST: $8.58 for text, $2.85 for workbook, $34.50 per set for filmstrips

FORMAT: Student textbook, activities workbook, teacher's guide, filmstrips and cassettes

LEVEL: 8.7 Flesch Readability Scale; 9.8 Dale/Chall

FEATURES: *Succeeding in the World of Work* is a multimedia program designed to introduce students to the need for examining personal characteristics and to useful techniques for getting and keeping a job.

Part One of the student text explores concepts involved with entering the world of work. The main points emphasized include a rationale for why people work, career possibilities which can be explored through part-time jobs, job seeking techniques, and the importance of good work habits. Each chapter presents a discussion of the topic followed by a list of new terms, study questions, discussion problems and suggested activities for extending the lesson.

Part Two "Awareness of Personal Responsibilities" focuses first on each individual's understanding of his or her own interests and capabilities. Topics discussed include self-concept, lifestyle goals, aptitudes and abilities, and outside influences. Using the information from these readings and exercises, students then learn methods for researching careers suited to their interests and goals. The third step in this section involves exploring how relationships with other people influence career choice and job performance. A special chapter discusses the importance of safety on the job and each worker's responsibility for maintaining a safe environment.

"Awareness of Consumer Responsibilities" is the subject of Part Three of the text. Students discuss the topics of money management, consumer credit, legal responsibilities, using bank services, taxes, social security and insurance. Part Four presents case studies related to career development. Students are encouraged to develop their own "plan for success" in the world of work.

The activities workbook is keyed to all 19 chapters of the text. The 89 activities range from having students interview adult workers to practice in filling out job application forms and writing resumes. Quizzes are provided which correspond to the textbook readings, and answers to these quizzes are outlined in the teacher's guide. For each chapter, the teacher's guide also lists the major goal and behavioral objectives of the readings and exercises.

Six sets of filmstrips, each with two filmstrips and one cassette, serve as a supplement to the text and activities workbook. The filmstrips may be used to introduce related readings in the text, or used separately in small or large group settings.

EVALUATOR'S COMMENTS: In addition to providing an excellent overview of topics related to Job Survival, this set of materials provides a variety of activities and readings for more in-depth study. The multimedia approach provides for maximum flexibility in presentation, and the series of quizzes provided will allow students to receive immediate feedback on their progress.

TITLE: *Getting a Job* by Florence Randall (1968)

PUBLISHER: Fearon Publishers, Inc.
6 David Drive
Belmont, California 94002

COST: $2.10

FORMAT: Student workbook, Teacher's guide

LEVEL: 3.6 Spache readability scale

FEATURES: Divided into eight chapters, *Getting a Job* examines opportunities in the world of work, and techniques for seeking, getting, and maintaining employment. Chapter 1 offers a rationale for the work ethic, emphasizing that everyone does some type of work during a lifetime and that all jobs are important. The chapter lists various types of jobs open to the part-time worker and discusses opportunities for learning work skills through special training programs. Chapter 2 further explores job possibilities by listing the duties of workers in twenty-two occupational fields.

Chapters 3 and 4 familiarize the student with procedures necessary for seeking a job and for preparing for work. Discussed here are the documents often required of younger workers such as proof of age and work permits, how to obtain a social security number, and laws pertaining to workers under 18 years of age. On the topic of finding a job, Chapter 4 discusses the use of agencies and information sources. A vocabulary list with definitions is provided to familiarize the student with job related terms such as fringe benefits, apprenticeship, steady advancement, and hourly rate. A sample classified want ad section is provided to give students practice in interpreting abbreviations.

Chapter 5 provides detailed information on techniques used in getting a job. Two sample letters of application are provided and students practice preparing their own letters. Having completed these steps, the student learns how to arrange for a job interview.

Chapters 6 and 7 bring the student to the point of filling out application forms and participating in a job interview. Four increasingly complex application forms are provided for practice. In preparation for the interview, Chapter 7 discusses the points on which the interviewee will be judged during the interview. A brief personal appearance checklist and a list of interviewing do's and don'ts are provided. The final exercise in Chapter 7 gives students practice in following up an interview with a letter of appreciation. Two sample letters are given.

Chapter 8, "On the Job," gives the student practice in computing salary and discusses common deductions the employee should anticipate. Sample time cards, paychecks and deduction outlines are provided.

The teacher's guide is keyed to each chapter of the workbook. For each unit lesson, the guide outlines the goal, lists words for study and offers several suggestions for expanding on the topics discussed.

EVALUATOR'S COMMENTS: The workbook presents job-related information in a very simple, easy to understand fashion. Many practice activities are included that would be challenging to most students. The program is very flexible allowing instructors to use only a part of the lessons or to stretch the instruction over a semester.

TITLE: *Goofy Goes to Work* (1976)

PUBLISHER: Walt Disney Educational Media Company
500 South Buena Vista Street
Burbank, California 91521

COST: $105.00

FORMAT: 6 filmstrips, 6 cassette tapes, teacher's guide

LEVEL: 7th - 12th grade (no reading required)

FEATURES: This program uses the cartoon character, Goofy, to explore the steps individuals must take to find, obtain, and maintain a job. Filmstrip 1, "Before the Search Begins," is designed to motivate students to do a thorough search of the world of work before settling on a job. The filmstrip points out aht there is a wide variety of occupations and many levels of competency in any one job category. Other topics include variation in pay scales, the difference between salaries and wages, how pay relates to the education and experience of the worker, and the importance of surveying one's own qualifications and interests.

Filmstrip 2, "Making an Application," describes the step-by-step process of applying for a job. Discsussed are the importance of personal appearance, and being prepared to fill in information on the application forms and to take an aptitude test.

"The Interview" shows that many of one's weak points in interviewing can be overcome through practice and adequate preparation. Reviewing what took place in the interview is suggested as a good means of identifying improvements to be made for subsequent sessions. "Which Job's Best for You?" covers the considerations of fringe benefits, necessary memberships, and company services that are included with a particular job. All of these extras, it is pointed out, "add up to the value of the job."

In filmstrip 5, "Making a Good Impression on the Job," Goofy learns some tips on making friends, cooperation, and following instructions. Also shown are some of the bad habits that can lead to an employee being fired.

"Changing Jobs" explores reasons why a worker might lose his or her job, or consider making a job change. Emphasis is placed on not becoming discouraged and using information from an exit interview to make improvements for the next position.

The teacher's manual provides for each filmstrip a series of questions to be used as a "criterion test" and a detailed summary of the story content. It is suggested that the criterion test items be presented to the students both before and after viewing each presentation so that learning can be measured. A series of 18 activities at the end of the guide can be designed to supplement the audio-visual program. Included are role-play activities, small group and individual assignments, interviews with guest speakers, and developing a career fair.

EVALUATOR'S COMMENTS: The mixture of cartoon animation and simple narration makes the program lively and entertaining as well as informative. Its flexible format will allow students to move at any pace and the suggested activities allow for a great deal of variety in instructional methods.

TITLE: *How To Get a Job and Keep It*, by Dorothy Y. Goble (1975)

PUBLISHER: Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78767

COST: $1.44 each

FORMAT: Student text/workbook

LEVEL: 5.5 Gunning Fog Index

FEATURES: *How To Get a Job and Keep It* is designed as a step-by-step guide for the job hunter on procedures, rules, and requirements for getting and maintaining employment. The workbook is divided into six units, each of which provides text and practical exercises for the student.

Unit One, "Planning To Get a Job," contains information to help the student assess his/her personal characteristics, and to actually begin the job hunt. The topics covered include: taking a self-inventory, how to get a social security card, and how and where to find job information. The unit contains six exercises to give students practice in filling out personal information forms including a sample social security number application, identifying abbreviations found in want ads, using want ads to find specific job information, and gathering information by telephone or through the yellow pages. Unit One is summarized by a "ready-for-work" checklist which the student may refer to before each actual job interview.

Unit Two, "Writing an Application Letter," provides pointers on writing cover letters that create the best impressions. A sample letter of application is shown which the students may follow in practicing this skill. Unit Three gives step-by-step directions and suggestions for completing common application forms. Exercises stress following directions carefully, writing neatly, and avoiding confusing abbreviations. A sample personal data sheet is provided which students may later remove from the booklet.

Units Four and Five discuss and give practice in participating in the job interview. Information is divided into sections covering what to do before the interview (how to prepare and what to take with you), rules to follow during the interview (how to handle nervousness, proper conduct, and responding to questions), and common vocational tests required for the applicant to be considered for the job.

Unit Six is designed for the student whose job hunt has ended in employment. "After You Get the Job" offers tips for the first day on the job including arriving a little ahead of time, listening carefully to instructions, and learning company rules. This unit also discusses payroll deductions the employee should anticipate, how to fill out the W-4 form, and how to read paycheck statements. Exercises give the student practice in determining net pay and writing checks. The final sections of text provide tips on maintaining the job including a list of poor job habits, and discuss how to prepare for promotion and plan for the future.

A glossary is provided which includes the more difficult words found in the preceding units.

EVALUATOR'S COMMENTS: The workbook is not accompanied by a teacher's manual and seems equally appropriate for independent work or classroom instruction.

The workbook is well-organized and presents standard, factual information on job hunting techniques. All student exercises are of a paper-and-pencil nature and would require a large of amount of instructor creativity to "liven" up the presentations.

TITLE: *Occupational Essentials: Skills and Attitudes for Employment* (1971)

PUBLISHER: H.C. Johnson Press, Inc.
P.O. Box 5566
Rockford, Illinois 61125

COST: $4.50 for workbook (price varies with quantity ordered); $7.50 for teacher's guide

FORMAT: Student workbook, teacher's guide and lesson plans

LEVEL: 4th grade

FEATURES: *Occupational Essentials* is designed to be used with adult students in programs such as Manpower Training, correctional rehabilitation, and Job Corps. The course focuses on the teaching of six basic skills: (1) how to match interests and talents with jobs, (2) how to locate job openings, (3) how to most effectively secure a job, (4) how to succeed on the job, (5) how to advance on the job, and (6) how to "quit" your job.

Chapter 1 contains a self-inventory questionnaire to be used as a guide for self-exploration into attitudes, interests, aptitudes, and knowledge of job hunting techniques. A discussion of "Why people work" and sources of occupational information follow the inventory. Throughout the chapter, brief quizzes are provided to test the student's understanding of the concepts and vocabulary presented. The chapter ends with a discussion of job hunting techniques and students are expected to outline their own plan for job hunting. "Where should I look for job openings?" lists and discusses a variety of sources for contacting prospective employers, including public and private employment agencies, newspaper announcements, and classified directories. A section on employment fringe benefits gives students a chance to compare the benefits offered by past employment and to assess their needs for future jobs.

The majority of text and activities in the workbook is devoted to the topic of securing a job. Points covered include filling out employment applications, writing letters of application, developing a job resume, and participating in the job interview. The chapter lists and provides skits on the do's and don't's of job interviewing, and suggests some points for consideration before accepting employment. Chapter 5 is a self-evaluation questionnaire covering personal appearance, body cleanliness and care, personal work habits, getting along with others, controlling emotions, and assessing mental ability. Chapter 6 emphasizes that leaving a job involves more than just not showing up again. The chapter discusses the advantages of filing a proper resignation, and gives practice in writing a letter of resignation. Suggested readings and references on all topic areas are listed in the final pages of the workbook.

The teacher's guide to *Occupational Essentials* offers complete day-to-day lesson plans. The guide lists teaching aids and materials necessary for each lesson, discusses how the skill is to be applied in the program, offers suggestions for presenting the lesson to the students and provides a test for measuring student achievement of the objective. Each lesson in the course is individualized when practical. Students may move through the lessons at their own pace.

EVALUATOR'S COMMENTS: Though it has been indicated that these materials are geared toward students reading on a fourth grade level, a Fog Count readablity count indicates the level to be at 10th grade. The concepts presented seem to be appropriate for presentation to senior high through adult students.

While considerable teacher intervention might be necessary to help students grasp the various lessons, the workbook does provide a wealth of valuable information.

TITLE: *Help Yourself to a Job* (1974)

PUBLISHER: Finney Company
3350 Gorham Avenue
Minneapolis, Minnesota 55426

COST: $1.50 each; $4.50 per set of 3

FORMAT: Student workbooks (Parts I, II, and III)

LEVEL: 7th - 12th grade

FEATURES: *Help Yourself to a Job* consists of three student workbooks covering skills in job seeking and job maintenance, examining employment opportunities, and interpersonal relationships on the job. The pages of each workbook are perforated so that students may hand in their lessons and quizzes for comments by the instructor.

Part I begins with an Employment Education Quiz to help students begin to examine their personal characteristics which will be important in their choice of work. Subsequent lessons include a discussion of why people work, how to use various sources of job information and fill out application forms, preparing for an interview, and employer evaluations of job performance. Throughout the workbook, students are drilled on new or difficult vocabulary and are given practice in such skills as telling time and reading signs.

Part II offers an explanation of the difference between skilled, semi-skilled and unskilled jobs. Students read brief text sections and participate in exercises that help them to identify jobs that depend on the time of day, the weather, or special training. Also discussed are terms such as piecework, earnings, basepay, deductions, and fringe benefits. Students learn how to apply for a social security number and about the benefits offered by social security. The final section of Part II is concerned with labor unions and how they relate to the pay workers receive, the hours they work, and working conditions.

Part III serves as a review of previous lessons and also discusses employer-employee relationships, safety on the job, and special training possibilities. The final lessons of this workbook explain medicare, pension plans and income taxes.

EVALUATOR'S COMMENTS: While the workbooks contain only paper-and-pencil activities for students, they would serve well as comprehensive review materials for the Job Survival Skills program. The written activities could be easily adpated for use as quizzes over covered lessons. Used by themselves, the workbook presentations would probably be too "dry" and academic to hold the attention of the CYA wards.

TITLE: *Getting a Job* (1973)

PUBLISHER: Educational Design, Inc.
47 West 13th Street
New York, New York 10011

COST: $131 (for complete set)

FORMAT: Instructor's Guide, 12 cassette tapes, 24 student record books

LEVEL: 7th-12th grade

FEATURES: *Getting a Job* uses nine cassette lesson tapes to present dramatizations covering various basic job survival skills. The cassettes are designed to be used either for individual or small group study.

The lesson tapes are divided into two color-coded groups. Tapes one through four focus on the most basic skills of getting a job -- how to set up an interview, how to make use of public and private employment agencies to locate jobs, understanding terms commonly used in employment want ads, and how to fill out application forms. Students listen to dramatizations of employment seeking situations and then are asked to respond to specific questions about those situations. Questions, with space for answers, are presented in the student record book and students receive immediate feedback on their responses from the tape. As a final exercise in this group of tapes, students are given a chance to practice filling out a sample application form. The tape narrator leads the students through the exercise of completing a personal fact sheet which can be used later to provide information for application forms when actually applying for a job.

The next group of tapes is concerned with the interpersonal skills necessary for participating in job interviews. "Making a Good Impression" gives pointers on speaking clearly and listening attentively during the job interview. "Selling Yourself" and "The Positive Approach" encourage the student to bring out his or her strongest points. The emphasis is on helping the student to look carefully at the job qualifications and to "sell" his or her personal abilities most suited to those qualifications. "Handling Difficult Questions" gives students practice in fielding the difficult questions often asked in interviews such as "What are your ultimate career goals?" and "Why do you think you'd like to work at this company?"

The program also includes a set of four discussion tapes. Each tape presents three dramatic episodes to stimulate discussion on various topics. Discussion tapes may be presented in any order and at any point in the program. It is suggested that they be used with small groups of five to eight students at a time.

Since each tape of *Getting a Job* is designed to be a fully contained lesson, the Teacher's Guide serves primarily as an outline of the program. Suggestions are given for administering the program either to a group of students, or on an individual, self-paced basis. The Teacher's Guide also offers suggestions for class role play situations, and discussion questions and "points to listen for" for each of the discussion tape dramatizations.

EVALUATOR'S COMMENTS: The tapes are well-paced, realistic, and interesting. The listening comprehension skills required are at an appropriate level for most CYA wards. Review of specific information for individual students can be easily arranged without having to divide the teacher's attention.

TITLE: *Deciding on Your Career* (Unit 1 in *Career Directions* program) (1974)

PUBLISHER: Changing Times Education Service
1729 H Street, N.W.
Washington, D.C. 20006

COST: $79.50 ($0.75 each for additional student booklets)

FORMAT: 2 filmstrips, 2 tape cassettes or records, teaching guide, 30 copies of student booklet, supplementary transparencies (2) and spirit masters (2)

LEVEL: 7th grade - Adult

FEATURES: *Deciding on Your Career* focuses on the need for each of us to accept responsibility for our own career decisions. The unit has two parts, each with its own color filmstrip and tape (or record).

Part 1, "Doing Your Own Thing," deals with the importance of finding a career that satisfies personal needs, the role that our own and other people's expectations play in our career planning, the importance of evaluating carefully the advice we receive from others, and the need to accept responsibility for determining our own future.

Part 2, "Exploring Places to Work," introduces the wide variety of jobs available and introduces the concept of job clusters as an aid in exploring careers.

The filmstrips present a variety of people (both sexes) in a variety of careers. The people discuss their experiences and their feelings about their careers, including how they chose their careers, and what they like about the work they do. The different individuals followed various routes to reach their current jobs, and a variety of experiences and viewpoints are presented.

The teaching guide contains suggestions for administering each part of the unit, highlights the key generalizations for each part, and includes both filmstrip scripts. It includes suggestions for discussions before and after viewing the filmstrips, and suggestions on how to make use of the student booklets. It also discusses the supplementary transparencies and spirit masters, which relate to key concepts presented.

The student booklets contain questions for review and discussion of the filmstrips, and a variety of brief text sections and exercises to further stimulate students' thinking about the concepts covered in the unit.

EVALUATOR'S COMMENTS: The reading level and the manner in which concepts are presented in the student booklet may be too sophisticated for many CYA wards. The content raises interesting questions concerning career prospects for women and non-college-bound students. The taped material along with considerable instructor interpretation would make the basic content easier to grasp.

TITLE: *On the Job* (1969)

PUBLISHER: Educational Design, Inc.
47 W. 13 Street
New York, New York 10011

COST: $229.50 for complete set (20 tapes)
$ 94.00 for set of any eight cassettes
$169.00 for Spanish version (14 tapes)

FORMAT: Fourteen cassette lesson tapes, six cassette discussion tapes, 24 student record booklets, Instructor's Guide.

LEVEL: 7th-12th grade (no reading required)

FEATURES: *On the Job* seeks to familiarize students with the types of situations they are likely to encounter when beginning new jobs, and to present possible ways of overcoming or avoiding problem situations. It covers a number of attitudinal and interpersonal skills related to getting along with employers and co-workers. The course may be administered to a class as a whole, or to students individually on a self-paced basis (providing there are enough cassette players).

The 14 lesson tapes are divided into four color-coded categories: New on the Job, Dealing with Supervisors, The Rules of the Game, and Moving Up or Out. Each tape runs for approximately 15 minutes. The tapes use role-play dramatizations, narrator discussions, and lesson and review questions and discussions. After completing the first tape, which introduces students to the course, tapes may be presented in any order.

The six discussion tapes are divided into the same four categories as the lesson tapes, with one discussion tape to be presented after every two or three lesson tapes. Each discussion tape contains three role-play dramatizations of typical problem situations a new employee might encounter. After listening to an episode, students are to spend ten to twenty minutes discussing it, in small groups of five to eight students.

Each student should receive her/his own student record booklet, which gives instructions for using the cassettes, and brief descriptions of the lessons. Space is provided for students to write down their answers to the lesson and review questions presented on the tapes, and to score their review questions.

The Instructor's Guide gives a thorough description of the course and how to administer it, either individually- or group-paced. It includes a guide for each discussion tape, emphasizing points to listen for in each role-play dramatization, and listing suggested discussion questions. The guide also gives suggestions for possible supplementary activities.

Total time for the course can range from ten to thirty hours, depending on the amount of discussion and supplementation used by the instructor.

EVALUATOR'S COMMENTS: Some of the tapes included in the program are slow-moving, but on the whole, do a good job of presenting typical "on-the-job" problem situations and how to try to solve them. Visually oriented students might have some difficulty grasping the concepts presented.

TITLE: *Job Orientation*, by Harry R. Moon (1973)

PUBLISHER: Milady Publishing Corporation
3839 White Plains Road
Bronx, New York 10467

COST: $3.19 for student manual, $49.95 for teacher's manual

FORMAT: Student manual and teacher's manual

LEVEL: 11th - 12th grade

FEATURES: The *Job Orientation* materials are intended to help students analyze their job needs and skills, and to teach them how to present their needs and skills to prospective employers in a professional manner. The materials are coordinated into a course covering a minimum of 12 hours of classroom instruction, plus homework projects for students. The course can be integrated into existing career education courses or can be offered as a separate course.

The student manual contains brief text sections related to each part of the course, as well as "self check" items and sample job application and other forms. The teacher's manual contains lesson plans, a set of transparencies for overhead projection, suggestions for student projects, an optional final examination, and answers for the student "self checks" and final exam. There are 12 lesson plans, each based on a 50-minute class period. The transparencies in the teacher's manual include highlights of the lesson content, and examples of actual business forms.

Lesson 1 gives students an overview of what they will study in the course and how they will benefit from it. Lesson 2 compares typical characteristics of companies in downtown, suburban, and small community locations, and large and small companies. This lesson also encourages students to evaluate their own job qualifications by analyzing a wide variety of personal characteristics. Lesson 3 covers various sources of job information and encourages students to learn all they can about a company before actually applying for a job. In Lesson 4, students report to the class on actual companies where they intend to apply for jobs. Lessons 5 and 6 focus on developing effective resumés and letters of application. Lesson 7 discusses preparing for, participating in, and following up on job interviews; and Lesson 8 involves role-playing and discussing job interview situations. "The Employment Interview," a slide and tape cassette presentation which is not included with these materials but is available from the same publisher, may be shown as part of Lesson 7. Lessons 9, 10, and 11 cover getting started on a new job, getting along with co-workers, and working toward promotion and a successful future on the job. Lesson 12 is intended as a review of the entire course. Class discussion is an integral part of each lesson.

Homework assignments for students include researching companies where they intend to apply for jobs, putting together a resumé, writing a letter of application, completing a personal characteristics evaluation form, and writing out answers to frequently asked interview questions.

EVALUATOR'S COMMENTS: This set of materials presents a very complete Job Survival Skills program. The teacher's manual will be very useful in helping the instructor to emphasize important points and expand on the structured activities. However, the required reading level of the student materials is too high for most CYA wards.

TITLE: *Notch a Stick - Scratch a Stone* (1974)

PUBLISHER: Leswing Press
750 Adrian Way
San Rafael, California 94903

COST: $23.80 ($11.95 per set); 10 copies of individual booklets - $9.95 to $12.50 (price varies)

FORMAT: Twenty student booklets (10 per set), teacher's manual

LEVEL: 7th - 12th grade

FEATURES: *Notch a Stick - Scratch a Stone* uses twenty student booklets to present practical information on the subject of "Living and Working in Our Social and Economic World." Each booklet is a self contained lesson including goals and performance objectives, a discussion of the specific topics, a listing of key concepts, and questions for review.

Set 1 booklets present job-related information. Topics include how to develop a personal history sheet; individual rights concerning wages, hours, and working conditions; developing good business manners; how the Civil Rights Act protects the individual worker or job seeker; how job choice affects one's lifestyle; and how to evaluate job performance.

The booklets in Set 2 present information related to consumer economics. These topics include establishing and protecting a credit rating, workmen's compensation, budgeting income, payroll deductions, saving and investing money, and social security benefits.

Students are instructed to read through the booklets and key concepts sections. To evaluate their performance on the stated goals and objectives, students write brief paragraphs answering questions given at the end of the booklet.

EVALUATOR'S COMMENTS: The information in these booklets is well-organized, brief, and presented in an interesting cartoon fashion. Unfortunately, the reading level and the concepts presented are too sophisticated to make the booklets useful for most CYA wards.

TITLE: *People and the City: Getting Jobs*, by Eugene Dunlop (1972)

PUBLISHER: Scott, Foresman and Company
1900 E. Lake Avenue
Glenview, Illinois 60025

COST: $1.23 for student booklet, $3.27 for teacher's guide

FORMAT: Student booklet and teacher's guide

LEVEL: 6th grade reading level, but aimed at 9th - 11th grade low achievers

FEATURES: The People and the City program consists of 16 student booklets and a teacher's guide titled *Teacher Tactics*. The program is aimed at 9th - 11th grade low achievers, and is designed to teach students a range of fundamental knowledge necessary for "making it" in the city. Each booklet deals with a separate aspect of life in the city, including employment, consumerism, and education. The materials include personal accounts from a wide variety of city dwellers.

Getting Jobs is one of the booklets in the series. It emphasizes that while training and ability are important for people getting ready to enter the work force, there are other factors which help determine how successful people are in finding and getting jobs. An introductory cartoon story makes the point that it is important to know the language of "the game" involved in getting jobs. Part 1 of the booklet presents vignettes of three real-life young people who are looking for jobs. Part 2 uses three real-life vignettes, a make-believe story, and a brief text discussion to describe discriminatory employment practices and ways in which those practices are changing. This section covers sex, race, and age discrmination. Part 3 uses text and vignette to demonstrate how economic developments bring about changes in the job market, and how personal factors influence career changes. After each vignette or text section, there are questions designed to stimulate students' thinking and discussion about the concepts covered.

Teacher Tactics is a comprehensive teacher's guide covering all 16 booklets in the People and the City program. For each booklet the guide presents detailed suggestions for procedure in presenting the material, and suggested answers to the questions in the student material. It also gives suggestions for a variety of enriching activities and discussions. For *Getting Jobs*, a role-play game is described in the guide, focusing on job interviews. Brief tests are included for each booklet; the tests are optional and may be used as open- or closed-book tests. A bibliography for each booklet lists books separately for teachers and students, and there is also a list of suggested audio-visual aids.

EVALUATOR'S COMMENTS: Only one of the sixteen booklets in the program was made available for preview.

The vignettes presented in "Getting Jobs" are well-written and will probably stimulate considerable thought and discussion. Many issues are raised but no right or wrong solutions to conflict situations are presented. The content of this booklet is excellent but the reading level may be high for some CYA wards. This problem may be overcome through a small amount of interpretation and explanation by the instructor.

TITLE: *How to Get That Job* (1974)

PUBLISHER: Bowmar Publishing Corporation
Box 3623
Glendale, California 91201

COST: $70.00

FORMAT: Teacher's guide, 6 filmstrips with cassettes

LEVEL: 7th - 12th grade

FEATURES: *How to Get That Job* uses six filmstrips, discussions, and out-of-class activities to help the student learn the essential steps of job hunting.

"The Right Job for You" and "What the Employer Wants" encourage the student to discover his or her interests and abilities, evaluate past work experiences, and present the most positive picture possible to the prospective employer. Discussed are some of the points to consider when choosing a job, such as personal values, pay and fringe benefits, and desired lifestyle. The second filmstrip uses the code work SEPIA to help students remember that employers will be looking for workers who are "smart" (in terms of personal appearance), "enthusiastic," "promotable," "intelligent," and "alert."

"The Media -- And How to Use Them" presents information on a variety of sources of job information. The major sources discussed are want ads and employment agencies. Students learn how to develop job resumés to emphasize the qualifications desired for particular jobs. The importance of stating a work objective and of listing all work experience is discussed.

Filmstrips 4 and 5 cover "The Job Interview." Suggested activities give students practice in completing a variety of application forms and in using the information on the application to answer questions in the interview. Discussions cover behavior during the interview, how to respond to common questions, the importance of preparation, and how to follow-up an interview.

Filmstrip 6, "Tests and Testing" discusses the use of tests in evaluating a prospective employee and how an applicant might use test score information to build on strengths and work on weaknesses.

The Teacher's Guide is keyed to each of the six filmstrips. Each section offers suggestions for building on the filmstrip lesson by conducting in-class discussions and activities, and encourages use of community resources. Among the activities suggested in the "From the Community" section are inviting guest speakers from various jobs into the classroom, obtaining application forms from a variety of businesses, and conducting a survey of alumni to determine their satisfaction with their jobs.

EVALUATOR'S COMMENTS: The tape presentations are quite slow-moving but the program could be made more lively by the suggested discussion topics.

Many of the suggested activities would not be possible for wards in the CYA facilities.

TITLE: *Working Makes Sense* (1973)

PUBLISHER: Fearon Publishers, Inc.
6 David Drive
Belmont, California 94002

COST: $2.40

FORMAT: Student text/workbook, teacher's guide

LEVEL: 3.2 Spache readability scale

FEATURES: *Working Makes Sense* is the third text/workbook in the Practical Arithmetic Series. It is designed for the slow learner and its content makes it appropriate for use with older students.

The workbook uses job-related money and time concepts to give students practice in basic arithmetic. Each lesson is introduced by a short story of an individual at work. The first group of lessons give practice in calculating the number of hours worked using sample time cards. These lessons concentrate on the use of addition and subtraction and introduce fractions and decimals.

Multiplication and division are introduced in the next section of lessons as students begin to calculate earnings, figure the cost of merchandise, and make change. Exercises discuss unit measures such as quarts and gallons and give continued practice in the use of fractions and decimals.

The exercises and discussions in the workbook become increasingly complex as students gain an understanding of paycheck deductions, calculating overtime wages, writing checks, and keeping savings account records. New concepts introduced include interest on savings and loans and figuring sales taxes and percentages.

Each page of the workbook is perforated so that students may remove and turn in their work sheets for corrections. The teacher's guide serves primarily as an answer book for these lessons. The guide also lists new study words to be introduced in each unit.

EVALUATOR'S COMMENTS: This workbook would be most effectively used by the basic mathematics teacher who is involved in the Job Survival Skills program. The concepts are simply presented, easy to understand, and keyed to practical and useful student activities.

TITLE: *Jobs in Your Future*, by Miriam Lee (1967)

PUBLISHER: Scholastic Book Service
50 West 44th Street
New York, New York 10036

COST: $1.25 each for student workbook; $1.75 for teacher's manual

FORMAT: Student workbook and teacher's manual

LEVEL: 4th - 6th grade reading level (but designed for 7th - 12th graders)

FEATURES: *Jobs in Your Future* is designed to help the student to examine personal interests and aptitudes, skills needed to seek, obtain, and maintain a job; and possible career interests.

The workbook begins with a personal interest survey divided into three sections. Section I asks the student to match his or her personal image with pictures of people working at a variety of jobs. Section II contains a simple form of personality test in which the student is asked to identify the most and least personally appealing activities from among three choices. Section III helps the student to review the answers from the previous two sections to identify possible career interest areas.

Chapter II, "Before You Look...What Can You Do Now?" discusses important employment laws, the purpose of and need for a social security number, and the relationship of education to work. This chapter presents four charts showing possible jobs which can be filled by persons who have not graduated from high school, by high school graduates, by vocational school graduates, and by college graduates. Each chart gives the average salary and employment outlook for the various jobs. Chapter III, "Is There a Job Here for You?" explores eight job interest fields including literary, scientific, mechanical, clerical, persuasive, outdoor, service, and artistic work. Students use biographical sketches presented in the chapter to match characters with possible job interest areas.

Chapter IV discusses the basic skills needed for the job hunt. Twelve rules are given which the student should follow while participating in the interview. The rules cover preparation for the interview as well as conduct during the actual situation. Three sample aptitude tests are presented which may be given to the prospective employee. These tests cover recognizing errors, reading directions, and recognizing shapes. Three exercises in this chapter give student practice in filling out application and reference forms, and in recognizing proper English.

Chapter V helps the student to examine two sources of job information --the want ads and private employment agencies. The exercises in this chapter focus on understanding want ad abbreviations, answering ads by telephone, in person, and through letters; and making use of the private agencies to locate employment.

Chapter VI, "Your First Job...Can You Keep It?" presents ten rules for job maintenance including being on time, learning to follow instructions and take criticism, and being considerate of co-workers. Chapters VII and VIII discuss part-time and vacation work available for boys and girls ages 14 to 17, how to look for summer jobs and where to write for more job information.

EVALUATOR'S COMMENTS: This material presents a substantial amount of information on salary ranges for various types of jobs. Since the workbook was published in 1967, many of these figures are now out-dated.

Sex-stereotyping is displayed in the lists of part-time jobs that would be available to boys and girls.

The publisher plans to "phase out" this book and replace it with an updated version titled *The Jobs Book*, which was not available for our review. Prices will be comparable to this edition.

TITLE: *Careers for All* (1974)

PUBLISHER: Benefic Press
10300 W. Roosevelt Road
Westchester, Illinois 60153

COST: $2.70 for teacher's guide; $4.08 each for student texts

FORMAT: Teacher's guide, 3 student textbooks (1 each for grades 4, 5, and 6)

LEVEL: 4th - 6th grade

FEATURES: The *Careers for All* series consists of three student textbooks designed to be used consecutively with fourth, fifth, and sixth grade students. The units of each text are divided into several short chapters beginning with a brief essay related to the main topic of the chapter. Important "Words to Know" are identified at the beginning and are highlighted throughout the essay. Two stories simulating lifelike situations are presented after the essay to help students see how the generalizations presented apply to every day life. Following each story, "What Do You Think?" questions stimulate discussion and reflection. Three sections of questions and suggested activities at the end of the chapters stimulate students to further investigate the concepts presented, and to think about how those concepts relate to their own lives and future careers. Chapters end with questions and suggested activities to review preceding sections.

The topics covered, and special features of the three student books are as follows:

Alike and Different (4th grade) explores personal interests, feelings, and interpersonal relationships. Sections are presented which cover job families, budgeting, and general money management. A "Job Reference Guide" at the end of the book describes jobs and their related educational requirements for fifteen occupational categories.

Interests and Choices (5th grade) includes units entitled "Discovering Your Strengths," "Learning More about the World of Work," "Finding Out about Working with Others," "Jobs in Your State and Community," and "Your Work and Your Life."

Plans for the Future (6th grade) covers the decision making process, the importance of setting goals, where to look for jobs and job information, and how to prepare for entering the working world.

The Teacher's Guide, *Careers for All*, is designed to be used with all three student texts. Each book and its major units are covered separately. The student objectives are presented, followed by sections covering stimulation of discussion, important vocabulary, suggested answers to questions presented in the student book, and suggested student activities and projects. A guide at the end of each unit presents items which the teacher can use in evaluating whether or not students have achieved the learning objectives. The teacher's guide also includes an alphabetical index of the people whose biographies are presented in the student books, lists of books for student reference on a wide variety of careers, and a list of additional resources related to career education for teacher reference.

EVALUATOR'S COMMENTS: The fourth and fifth grade texts would probably not be appropriate for use with older students. While the basic content of these books is good, pictures presented primarily depict elementary school children participating in the various activities. The sixth grade text is, however, much more sophisticated in format, content, and presentation.

TITLE: *Occupational Notebook Program*, by Iva D. Cook (1972)

PUBLISHER: Opportunities for Learning, Inc.
5024 Lankershim Boulevard
North Hollywood, California 91601

COST: $2.00 for student workbook, $3.00 for teacher's guide

FORMAT: Student notebook, teacher's guide

LEVEL: 8th grade Fog readability scale

FEATURES: The primary purpose of the *Occupational Notebook Program* is to provide the students with sufficient job-related information so that they may build their own reference book on vocabulary, good work habits, job information sources, desirable personal characteristics, and techniques for getting and keeping a job.

The major component of the program is the Teacher's Guide. The Guide is divided into six parts with 18 units covering a variety of job-related topics. Each unit provides a brief summary of the topics to be covered, complete directions for introducing the material to students, and a list of additional resources for extending the lessons. When the lessons of a unit have been completed and students demonstrate an understanding of the material covered to the teacher's satisfaction, entries are made in the student notebook. Entries include such items as definitions of important vocabulary words, a list of personal qualities in need of improvement and of basic skills common to many jobs, sample social and business letters, memos, receipts, and application forms. Students make entries in their notebooks only when total accuracy is assured.

The resources suggested by the Teacher's Guide include books, films and filmstrips, field trips and guest speakers. A special section at the end of the Guide lists addresses of all publishers mentioned in preceding sections.

The topics covered by the program include:

- analysis of personal characteristics
- where to look for job opportunities
- the importance of good verbal and written communication skills
- "working papers" (social security cards, birth certificates, etc.)
- grooming
- using public transportation
- planning for and participating in the interview
- salary, pay, wages, income
- paycheck deductions, and
- banking

A complete list of required teaching techniques and materials given in the Teacher's Guide emphasizes the use of audio-visual materials, discussions, and role-playing. The program is designed to be maximally flexible and lends itself easily to adaptation and refinement.

EVALUATOR'S COMMENTS: The method of instruction required by this program is designed for use with educable mentally retarded students. The constant repetition and review of concepts would probably make it less useful for students with short attention spans and little motivation.

TITLE: *Before You Get a Job*, by Bonnie L. Walker, M.Ed. (1976)

PUBLISHER: Media Materials, Inc.
2936 Remington Avenue
Baltimore, Maryland 21211

COST: $9.95

FORMAT: Tape cassette, teacher's guide, 30 student worksheets, post-test

LEVEL: 3rd grade Spache readability scale

FEATURES: These materials focus on helping students evaluate certain personal characteristics and job conditions which are important to think about before looking for a job. Students listen to the tape cassette and complete the activities in their worksheets as directed by the tape.

The tape and worksheet cover four topics related to jobs: skills interests, time, and location. The section on skills defines a skill as "something that you can do," has students identify certain skills they themselves have, and discusses jobs related to various skills. The section on interests defines an interest as "something you like to do," and has students identify interests and match them with jobs. The tape also discusses the difference between skills and interests, and makes the point that it is ideal to have a job which matches both. The section on time emphasizes that students need to think about 1) the time of day they want to work and 2) whether they want to work part- or full-time, and on a temporary or permanent basis. The section on location deals with "seasonal employment" (jobs which are available only during certain times of the year) and "area employment" (jobs which are found only in certain parts of the country). The entire lesson takes approximately 30 minutes.

In addition to the student worksheets, there is a post-test covering the four topics. The teacher's guide lists the student performance objectives for the materials, summarizes the program, gives answers for the post-test, and suggests two follow-up activities.

EVALUATOR'S COMMENTS: The program consists primarily of paper and pencil activities for the student. The tape recorded instructions for completing the activities are very slow-moving and would probably not be stimulating to most students.

TITLE: *Cross-Vocational Skills and Information*

PUBLISHER: Educational Design, Inc.
47 West 13th Street
New York, New York 10011

COST: $175.00

FORMAT: 15 cassette tapes, 12 overhead projector transparencies, 24 student record books, instructor's guide

LEVEL: 7th grade Fog readability scale

FEATURES: *Cross-Vocational Skills and Information* is designed to be used with students 16 to 25 years of age who are preparing to enter the labor force, or who have minimal or no work experience. Through 15 cassette lesson and discussion tapes, the program explores job communication skills, understanding company structures and rules, and the use of common business forms.

The program may be administered on either an individual, self-paced, or small group basis. Twelve of the tapes are designed as self-contained lessons keyed to specific sections of the student record book. Each tape explores a single topic area, providing dramatic episodes, lesson questions, discussions, and a summary of the tape. The subjects covered are: understanding instructions, safety, sales, customer service skills, handling situations with customers, company structure, telephone answering skills, message taking skills, employee/employer rights, unions and employee associations, company money matters, basics of shipping and receiving, and ordering and billing techniques. These tapes may be administered in any order.

As students listen to the tapes, they are directed to specific sections in their record books. Each section presents a series of review questions for the student and a summary of important points to remember. The section keyed to the tape on shipping and receiving contains several common forms which an employee in this type of job would have to handle.

Twelve overhead projector transparencies are provided which are to be used with Tapes 2, 11 and 12 of the series. Two transparencies are illustrations on safety. The remainder show sample business forms. The instructor's guide offers suggestions for using the transparencies on either a small-group or entire class basis.

The final program component consists of three cassette discussion tapes. Like the lesson tapes, these cassettes may be presented in any order and at any point in the program. Each discussion tape features three brief dramatizations of common, work-related situations. It is suggested that 10 to 20 minutes be allowed between episodes for small group discussion. For this purpose, the instructor's guide lists "points to listen for" and discussion questions for each episode.

EVALUATOR'S COMMENTS: While the information presented on the tapes is well-organized and well-paced, the level of listening comprehension may be too high for most CYA wards. This program may be appropriate for more advanced students, or could be presented as review material at the end of the Job Survival Skills program.

TITLE: *How To Hold Your Job*, by Stanley E. Fudell and John R. Peck (1967)

PUBLISHER: John Day Company
257 Park Avenue South
New York, New York 10010

COST: $3.36 each

FORMAT: Student workbook

LEVEL: Mentally and functionally retarded adolescents (2nd grade reading level)

FEATURES: *How To Hold Your Job* emphasizes the teaching of work values and personal attitudes important for maintaining a job. It is designed to be used with handicapped adolescents and teenagers reading on a second grade level.

The workbook is divided into 12 units each containing an 11 to 12 day lesson plan. The units begin with a short story of an individual at work and emphasizing the relationship of work and school habits. New vocabulary is underlined and students practice writing these words and identifying their meanings. All exercises in the workbook are designed as fill-in-the-blank activities, using the short stories as information sources. A test on each unit is provided.

The topics covered by the workbook units include the importance of learning about jobs, differences and similarities between good work and school habits, getting along with fellow workers, the importance of following directions, being on time, dependable, and honest; how to get a raise, reasons for losing a job, the relationship of job attitude to success or failure, and participating in an interview. Self-rating scales are interspersed with the units and students rate their behaviors on the concepts that have been introduced.

EVALUATOR'S COMMENTS: The paper-and-pencil type of activities provided in this workbook would probably not be sufficiently involving to hold the attention of many students.

TITLE: *Me and Others* (1976)

PUBLISHER: Educational Design, Inc.
47 West 13th Street
New York, New York 10011

COST: $109 (complete set)

FORMAT: Student workbook-textbook, filmstrips with cassette tape narration, 2 lesson cassette tapes, teacher's guide

LEVEL: 6th grade

FEATURES: *Me and Others* features a very complete multimedia program of readings, discussions, role play activities, and filmstrips. The program is designed to help students examine their personal characteristics and how their attitudes and actions relate to interpersonal relationships.

The detailed Teacher's Guide included in the set of materials leads the instructor through the four sections of the student workbook: "Me," "Others," "Me and Others," and "Pulling It Together." Each activity in the workbook is keyed to suggestions for implementation and to a 20-day lesson plan in the Teacher's Guide. In addition, the Teacher's Guide identifies some activities in the student workbook which can be used to diagnose special problem areas for individual students, and others which will require long term planning and follow-up. Finally, a Teacher Module Checklist is provided so that teachers in five different subject areas can select the activities most appropriate for their classes. The Checklist is designed for teachers in the areas of English/humanities, career education, special education, art/expression, and social studies/human relations.

The student workbook contains 71 activities grouped into four sections. The first section, Me, helps the student to examine his/her own personal characteristics -- developing self awareness and building a positive self image. Others, the second section, gives students an opportunity to examine the external influences in their lives -- developing an awareness of other people's feelings and problems, and how others help to shape one's own life. In section three, Me and Others, students begin to work together in examining role expectations, differences between people, working through emotions, and sharing. The final group of activities, Pulling It Together, gives students a chance to evaluate the preceding activities and to summarize what they have learned about themselves and others. The workbook is designed to be consumable and each student will end the program with a personal record of the experiences.

Two filmstrips with cassette tapes are included in the program. "The Ideal Person" examines the idea of personal excellence from four different cultural perspectives. The student is encouraged to compare his/her own ideas of the ideal person to those presented. The second filmstrip, "How Do They Feel," focuses on feelings and emotions. The students become involved in interpreting the emotions of the characters, leading to a discussion of how they handle their own strong feelings. Two extra cassette tapes present 20 situations for students to role play, and two exercises in relaxation and developing one's imagination.

EVALUATOR'S COMMENTS: This material focuses almost entirely on helping students to examine personal characteristics. A great deal of teacher supervision and monitoring would be required for the program to be implemented successfully. In addition, the teacher should be well trained in handling group encounter activities and individualized counseling.

TITLE: *Jobs*, by William Anderson (1972)

PUBLISHER: Behavioral Research Laboratories
Box 577
Palo Alto, California 94302

COST: $8.50 for textbook, $2.50 for supplement, $3.50 for teacher's manual, $14.50 for entire kit

FORMAT: Programmed student textbook, supplementary student workbook, and teacher's manual

LEVEL: 4th-6th grade reading level, but conceptually more sophisticated

FEATURES: The *Jobs* program was designed to train students in the attitudes and techniques they need to find employment. It was developed with input from seminar-discussions with a group of so-called "hard core" unemployed youth from inner-city sections of San Francisco, and it is particularly aimed at that type of youth.

The programmed textbook uses the story of "Joe" to help students learn about themselves and the world of work. Joe is a minority youth who begins looking for a job with a number of strikes against him, including an arrest record. As the story progresses, Joe comes to learn how to master his fears, how to judge his own capabilities, how to find work that is appropriate for him, how to handle himself during interviews and in other interpersonal situations, and how to make the most of opportunities that arise. The emphasis is on the individual's responsibility to find him/herself a job. By following the directions in the text, students participate in Joe's problem-solving and growing self-confidence. Students can proceed through the text individually at their own pace, in class or at home; or they can take turns reading sections aloud. Discussions can take place at any point where students or the instructor desire.

At certain points in the text, students are referred to the supplementary student workbook, *Your Job Book*. Students prepare their own employment profiles in the workbook and gradually develop a thorough analysis of their own job plans and prospects.

The *Teacher's Manual* introduces and summarizes the program, and gives a table of contents for the text and supplement. The bulk of the teacher's manual is a journal the author kept during the development of the program. It explains the purposes and theories on which the materials are based, and gives accounts of interactions which occurred during the seminar discussions with inner-city young men.

EVALUATOR'S COMMENTS: The basic format of *Jobs* is that of a story with students becoming involved only by filling in blanks as they read. Several of the often repeated concepts presented are at best questionable, and probably would be misleading to the reader. Included in this group are ideas such as that one's "arrest record" and ethnicity are important items to be considered under the general heading of job "qualifications." The text states that "In some cities, bussing and dishwashing jobs are done by minority groups. In San Francisco, this work is done by Filipinos, Japanese, and Chinese, not Negroes." The suggestion is made that because he is Black, this type of job might not be appropriate for the story's main character. Other story items imply that, in some cases, it is appropriate to "make up" such things as work experience or educational background in order to make a better impression when applying for a job.

TITLE: *Finding a Job Through the Help-Wanted Columns* (1973)

PUBLISHER: California Learning Simulations
750 Lurline Drive
Foster City, California 94404

COST: $250 for entire kit

FORMAT: Student worksheets and teacher's guide

LEVEL: 8th grade

FEATURES: This is an activity which is divided into two parts. In the first part of the activity, students attempt to match various jobs with their corresponding average pay and length of necessary preparatory education. To make this seem like a game, points are awarded for correct matches and the person with the highest score "wins."

In the second part of the activity, students are told to put themselves in the role of a job-seeker. They list up to ten occupations with which they are familiar, and indicate whether they know "a little," "some," or "a lot" about each occupation. Then they look for classified ads related to those occupations, using their local newspapers. When they find ads related to the occupations they identified, they copy the information from the ads onto their worksheets. Finally, students report to the rest of the class on the information they learned, followed by a teacher-led discussion on the importance of good reading ability in looking for jobs.

The teacher's guide gives detailed instructions on leading the activity, the desired student performance outcomes, and answers to the matching exercise in the activity's first part.

EVALUATOR'S COMMENTS: This activity is from Unit 1 in the Game-Sim Series. The series is comprised of 85 simulations sold as one complete package. Unit 1, entitled "The Growth of Jobs in Our Technological Society," is the only unit directly applicable to a Job Survival Skills program.

Both the reading and reasoning skills required for participation in this activity would probably be too sophisticated for CYA wards.

Index of Materials Recommended as Secondary Instructional Resources
(in order of preference)

Title (Score)	Page #	Category Areas*							
		a	b	c	d	e	f	g	h
Job Hunt (61)	36	x		x		x	x		
Entering the Job Market (66)	37			x		x	x		
Trouble at Work (67)	38				x			x	
Be Informed on Finding a Job (65)	39	x		x		x	x		
Career Choice: A Lifelong Process (67)	40	x			x				
Career Values: What Really Matters to You (67)	41	x			x				
Turner Career Guidance Series (69)	42	x	x			x	x	x	x
Liking Your Job and Your Life (60)	43	x		x					
How to Get a Job (61)	44					x	x		
Selecting a Career (62)	45	x		x					
First Weeks of Work (66)	46							x	
The ABC's of Getting and Keeping a Job (68)	47			x		x	x	x	x
The Employment Interview (61)	48						x		
The Interview (60)	49						x		
About Getting a Job (57)	50	x		x		x	x	x	
Our World of Work (69)	51			x		x	x	x	
Finding Your Job (69)	52	x		x			x	x	
Forms in Your Future (69)	53						x		x
Work Applications (58)	54						x		
Education for Occupations (57)	55			x					
On the Job: Four Trainees (50)	56			x					
All in a Day's Work (60)	57	x		x					
Craftsmen (55)	58			x					
On Your Own (55)	59								x

*The eight skill category areas are: a) examining personal characteristics, b) assessing educational needs, c) examining opportunities in the world of work, d) making career and life decisions, e) seeking a job, f) getting a job, g) maintaining a job, and h) managing personal finances.

TITLE: *Job Hunt* (1975)

PUBLISHER: AIMS Instructional Media Services, Inc.
626 Justin Avenue
Glendale, California 91201

COST: $240.00 ($20.00 for rental)

FORMAT: Film and teacher-study guide

LEVEL: No reading required.

FEATURES: *Job Hunt* is designed to show job seekers how to handle various steps necessary to finding a job. The film uses dramatizations of job hunters in various situations to show viewers what to expect in the job hunt process and how best to handle each step.

The first step covered is getting in touch with yourself, analyzing what skills you have to offer an employer, and what you want from a job. The second topic is letting as many people as possible know that you're looking for a job. Sources of information on job openings are discussed, including friends and relatives, classified ads, the state employment office, and your school counselor.

The third area covered includes filling out an application blank, and the type of information to include in a resumé. The fourth area focuses on how to conduct yourself during an interview, and what characteristics an employer looks for in a prospective employee. Characteristics emphasized include dependability, neatness, taking the job seriously, enthusiasm, and a willingness to learn. Simulated employment interviews with three different applicants for the same job highlight these points, showing why the successful applicant was chosen and the other two were not.

The film concludes with a summary review of its main points. It emphasizes that job-hunting is not easy, and that you shouldn't get discouraged if you're turned down a few times or it takes some time for you to find a job.

The teacher-study guide includes a synopsis of the film, and questions for discussion after showing the film. It also includes some suggested follow-up activites, and a summary of the film's main points which may be duplicated for distribution to students.

Running time for the film (which is in color) is approximately 15 minutes.

EVALUATOR'S COMMENTS: The film is well-paced and varied in the situations portrayed. Job-seekers of both sexes and various ethnic backgrounds are shown, and most look to be in their late teens or early 20's. This would be a good supplementary, motivational material, primarily in the areas of job-seeking and job-getting.

TITLE: *Entering the Job Market* (Unit 3 in *Career Directions* program) (1974)

PUBLISHER: Changing Times Education Service
1729 H Street, N.W.
Washington, D.C. 20006

COST: $79.50

FORMAT: 2 filmstrips, 2 12" lp records or cassettes, 30 copies of student booklet, 2 transparencies, 2 spiritmasters, teacher's guide

LEVEL: 9th - 12th grade

FEATURES: *Entering the Job Market* is designed to help students learn how to find job openings and develop strategies for landing the job they want. The materials focus on the process of finding job openings and identifying factors that contribute to an effective job search.

Part 1: "Finding the Job You Want" covers sources of information and various techniques useful in searching for a job, including the use of employment agencies, newspapers, relatives and friends, state employment services, armed forces recruiters, and civil service commission offices. The student booklet discusses ten ways in which job hunters often make their search more difficult for themselves, and how to avoid these pitfalls. There is also a section on how to "translate" classified ad abbreviations related to job openings. Part 1 also includes a guide to current job opportunities for high school graduates who do not go on to college.

Part 2: "Getting the Job You Want" focuses on helping students learn how to "sell" themselves to employers. It includes guidelines for writing an effective resumé, completing an application form, and conducting yourself during a job interview.

The filmstrips intersperse narration and interviews with real people, including a vice-president in charge of personnel for a large company, an employment counselor, and a variety of current or former job seekers, all of whom talk about their experiences and viewpoints related to conducting an effective job search and landing a job.

The student booklets contain brief text sections, suggested activities, and questions for use in review and discussion of the filmstrips. The teaching guide gives directions for leading students through each part of the unit, highlights key generalizations emphasized in each part, and includes both filmstrip scripts. It provides suggestions for discussions and activities before and after viewing the filmstrips, keyed to appropriate sections of the student booklet.

The supplementary transparencies are "Looking for a Job?," for use in helping students identify the benefits and drawbacks of various sources of job information; and "Got an interview? Do it right!," which illustrates skills related to conducting yourself during an interview. The two spiritmasters are the front and back of a typical application-for-employment form, to be used in giving students practice in completing such forms.

EVALUATOR'S COMMENTS: The filmstrips are well-paced and the content is interesting. The teaching guide is very complete, and both it and the student booklets contain much useful information. The reading level of the student booklet may be too advanced for some CYA wards.

TITLE: *Trouble at Work* (1970)

PUBLISHER: Guidance Associates
757 Third Avenue
New York, New York 10017

COST: $48.50

FORMAT: Four filmstrips, two 12" LP records or two cassettes, discussion guide (for teacher)

LEVEL: No reading required.

FEATURES: *Trouble at Work* uses a series of four filmstrips to realistically depict on-the-job conflicts commonly encountered by young workers. Each filmstrip carefully points out both the employer's and employee's views of the conflict situation in a completely open-ended manner. Discussions following the presentations are designed to stimulate students to examine the source of the conflict and possible alternative actions which could have been taken by either party involved. The four conflict situations presented center on hazing (assigning low-level tasks to beginning workers), failing to communicate, absenteeism, and lack of ambition.

The Discussion Guide is designed to help the teacher stimulate interaction among the students. Questions are presented for each filmstrip and suggestions are given for developing follow-up role-play situations. Students are asked to interview employees and workers to gather additional material for role-play. In small groups, students role play a variety of possible endings for each filmstrip and try to determine the "best" resolution. The Discussion Guide provides a bibliography of readings to help the instructor make effective use of this teaching technique.

EVALUATOR'S COMMENTS: All four filmstrips are very realistic in delivery and are both ethnically and sexually balanced. The pace of the dialogue and the added sound effects hold the attention of the viewer. The job situations depicted could be found in urban as well as rural settings.

The filmstrips could easily serve as an introduction to on-the-job interpersonal conflicts or could supplement other materials in this area.

TITLE: *Be Informed on Finding a Job* (1975)

PUBLISHER: New Readers Press
Publishing Division of Laubach Literacy International
Box 131
Syracuse, New York 13201

COST: $0.85 each

FORMAT: Student text booklet and student exercise booklet

LEVEL: 4th - 6th grade

FEATURES: There are eight brief chapters in the student text booklet. Chapter 1: "Choosing" emphasizes that the responsibility for finding a suitable job rests with the individual. It discusses the importance of planning, and of knowing your own aptitudes and interests. It also discusses ways to find out about jobs and vocational training. Chapter 2: "The State Employment Service" describes services offered by state employment departments, including interest and aptitude testing, employment counseling, and referral to training programs or job openings. Chapter 3: "Looking for Work" discusses over a dozen ways to find a job, including asking friends and relatives, answering newspaper ads, checking with the state employment service, and contacting local community action groups. It includes a list of abbreviations often found in help wanted ads, and their meanings. Chapter 4: "Applying for a Job" discusses compiling a personal data sheet and filling out job application forms. Chapter 5: "Interviewing for a Job" emphasizes the importance of making a good first impression and provides tips on how to do that. Chapter 6: "Getting Your Skills Across" discusses the importance of being prepared to answer questions about your work skills, and provides advice on how to prepare for this. Chapter 7: "Answering Problem Questions" emphasizes the importance of preparing for how you will answer job application or interview questions related to physical problems; education, job history, or mental problems; or a prison or arrest record. It provides suggestions on how to respond to questions in these areas. Chapter 8: "Which Job?" discusses factors to consider when choosing between two jobs, including wages, transportation, fringe benefits, and working conditions.

The student exercise booklet contains discussion questions, paper and pencil exercises, suggested class projects, and other activities related to each chapter in the text booklet.

EVALUATOR'S COMMENTS: Although there is no teacher's guide, instructors could use the student text and exercise booklet to put together lesson plans on their own. The content of the materials is informative and helpful, but the basic format of reading and written exercises might not hold students' attention. The instructor could lecture from the text booklet rather than have students read.

The materials could also be used as supplementary references in the areas of seeking and getting a job.

TITLE: *Career Choice: A Lifelong Process* (1976)

PUBLISHER: Guidance Associates
757 Third Avenue
New York, New York

COST: $48.50

FORMAT: 2 filmstrips, 2 12" lp records or 2 cassettes, discussion guide

LEVEL: No reading required.

FEATURES: This two-part filmstrip program intersperses narration and interviews to explore some of the processes that people follow when choosing their careers. The people who are interviewed present varying views on the role of work in a person's life.

Part 1, "Decisions About Work," begins by focusing on two people who do similar jobs but who have quite different views about the role of work in their lives. One of the people views his job as the most important activity in his life; the other sees work as secondary to other activities. The filmstrip goes on to discuss the possibility of changing our view of work at different times in our lives. It emphasizes that the role of work in people's lives varies according to personal needs and goals. There is also a discussion on choosing career areas which match our personal abilities and interests. The final section of Part 1 uses interviews and narration to describe three stages of career development: exploring the working world in order to find satisfying work, building and advancing in one's chosen career, and maintaining achievements during the last stage of one's career.

Part 2, "Four Interviews," presents four people (two women and two men) who are at various stages in developing their careers. The people discuss their experiences related to their career development and the jobs they have held, what they learned from these experiences, and how to apply what they learned to future career development. They also discuss the importance and meaning of work in their lives.

The discussion guide includes suggested questions and activities for use before and after viewing each part of the filmstrip program. In most cases, the guide explains the purpose of the activities or questions, and the concepts they emphasize. Most of the activities are designed to be done in small groups, and they encourage students to evaluate their own interests and possible career choices. The discussion guide also contains a bibliography of occupational information materials, and the filmstrip script.

EVALUATOR'S COMMENTS: The filmstrip program is interesting and moves at a good pace. It includes interviews with both women and men, from various ethnic groups, of various ages, and in a variety of occupations.

TITLE: *Career Values: What Really Matters to You?* (1974)

PUBLISHER: Guidance Associates
757 Third Avenue
New York, New York 10017

COST: $99.50

FORMAT: 5 filmstrips, 5 12" lp records or cassettes, discussion guide

LEVEL: 7th - 12th grade

FEATURES: *Career Values: What Really Matters to You?* is designed to teach the concepts and skills necessary for applying personal values to career decisions. It focuses on identifying personal values, ranking them and establishing priorities, and applying this knowledge to career choice. It encourages students to deal with their own needs and perceptions of reality without confusing them with those of other people.

The full-color filmstrips intersperse music, narration, and dramatized situations based on taped interviews with real-life people. Part 1, "Introduction," discusses the role of values in career decision making and job satisfaction. It also covers certain values which are not treated elsewhere in the program, and gives students experience in exploring their own values through a brief game in which they rank and reorder priorities.

Part 2, "Environment," presents two young secretaries who work in quite different environments and who approach their jobs with different sets of values. The filmstrip emphasizes that for some people, environment is a key factor in job satisfaction, and people differ with regard to the work environment they prefer. Part 3, "Chance-Taking," presents two young gardeners debating between the secure jobs they hold now, or going into business for themselves. The two friends display very different values related to chance-taking. In Part 4, "Commitment," two young lawyers discuss their motivations and job satisfactions as one of them tries to make up his mind whether to stay with a legal aid agency in a slum community, or to join a large law firm with opportunities for financial and career advancement. Part 5, "Time," presents two commercial artists; one free-lances and sets her own schedule, and the other works for an art studio on a regular office schedule. They discuss the merits and problems associated with the two different lifestyles.

In all of the filmstrips, there is no right or wrong assigned to the different values held by the people presented. The emphasis is on the importance of knowing yourself well enough to satisfy your own personal values.

The discussion guide for teachers describes the program's rationale, organization, and contents. It also describes suggested activities and their purpose for each part of the program. Most of the activities are designed to encourage students to explore their own value systems through a series of games. The guide also contains a bibliography of related materials, and the filmstrip scripts.

EVALUATOR'S COMMENTS: The filmstrips are well-paced and cover numerous aspects of each values conflict situation presented. They would be sexually more balanced if one of the secretaries were a man and one each of the gardeners and lawyers were a woman.

TITLE: *Turner Career Guidance Series* (Revised, 1974)

PUBLISHER: Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

COST: $1.38 each for student workbook; $1.98 for teacher's guide

FORMAT: Six student workbooks; teacher's guide

LEVEL: 5th - 6th grade; Dale-Chall Readability Scale

FEATURES: These materials are designed to be used with disadvantaged students reading well below grade level. The format of the six workbooks includes a brief section of text followed by a series of short exercises. The titles of the workbooks describe the job-related stages through which the main character of the text passes.

Book 1, *Wanting a Job*, examines the reasons why people work. Students begin to explore job possibilities open to them in their locale, and to analyze their job-related abilities and interests. Other exercises in this workbook give practice in completing job application forms and participating in interviews, and discuss how leisure time can be used constructively.

Training for a Job examines the various means by which an individual can learn a saleable skill. Exercises primarily discuss on-the-job training and apprenticeships. One exercise offers a chart showing the qualifications and training required, tasks involved, and working conditions of three occupational groups.

Starting a Job focuses on helping students to understand payroll systems and to explore their banking and budgeting needs. The topics of other exercises vary widely from a discussion of proper dress for leisure activities to the importance of having adequate insurance coverage.

Looking for a Job covers the intangible aspects of vocational planning such as viewing work as a source of self-expression and fulfillment. Here again, the activities vary widely from a discussion of proper etiquette to be used in extending an invitation to an analysis of the organization of small and large businesses.

The major theme of workbook 5, *Holding a Job*, is the importance of meeting one's personal as well as job-related responsibilities.

Changing a Job focuses on helping students to evaluate their present positions, set goals, and develop a personal action plan.

The teacher's guide is keyed to all six workbooks in order. The guide presents an overview of the instructional problems addressed by the series and a bibliography from which the teacher can begin to build personal and class library on vocational guidance. The various sections of the guide present a summary of the general topic to be covered in each workbook, followed by suggestions for class discussion and activities. The last section of the teacher's guide serves as an answer key to all exercises found in the student workbooks.

EVALUATOR'S COMMENTS: The basic intent of the series is good but the format of the lessons may cause students to lose sight of the desired impact of instruction. Often, suggested and required activities have little, if anything, to do with the general topic of the workbook being used. Also, many activities require out-of-class assignments which could not be accomplished by CYA wards due to limited facilities.

TITLE: *Liking Your Job and Your Life* (1970)

PUBLISHER: Guidance Associates
757 Third Avenue
New York, New York 10017

COST: $48.50

FORMAT: 4 filmstrips, 2 12" lp records or 2 cassette tapes, discussion guide

LEVEL: 7th - 12th grade

FEATURES: *Liking Your Job and Your Life* stresses the dignity of blue collar jobs and the satisfactions workers in these fields can achieve.

Each filmstrip presents the work and lifestyle of one skilled blue collar worker. Using an interview format each speaker describes the tasks he or she performs and the feelings of pride, dignity and self-respect gained from the job. Also discussed are the means through which each interviewee received the training and experience necessary for his or her position, including apprenticeship programs, union memberships, and community involvement.

The discussion guide provided for the teacher gives a brief summary of the action on the filmstrip and lists several questions to stimulate students to think about each presentation. In several instances students are asked to analyze their own feelings about the jobs and lifestyles described.

EVALUATOR'S COMMENTS: The interviews are realistically presented and are conversational in tone. While the emphasis is placed on blue collar jobs, no attempt is made to turn students away from exploring white collar positions. The program is primarily motivational and would serve well as a supplement to a program designed to help students explore opportunities in the world of work.

TITLE: *How to Get a Job*, by Elna Stone (1969)

PUBLISHER: Bruce, A Division of Benziger Bruce & Glencoe, Inc.
8701 Wilshire Boulevard
Beverly Hills, California 90211

COST: $2.40

FORMAT: Student booklet

LEVEL: 7th grade Fog Readability Count

FEATURES: *How to Get a Job* is aimed at people preparing to enter the work world for the first time, at people who have been working for some time but would like a promotion or a better job, and at teachers and others who counsel job seekers. The booklet is arranged in eight chapters so that users can read only those parts they need at any one time. There are questions and activities following each chapter, to help people fix in their minds what they have read and apply it to their own situations.

Chapter 1: "Finding a Job Opening" discusses using eight sources of information on job openings: the state employment office, newspaper want ads, other news items, your own knowledge of the area and its businesses, the telephone directory, friends, labor contractors (such as Manpower, Inc.), and private employment agencies. Chapter 2: "The Application" gives a number of tips on how to effectively complete a job application form, and provides two sample application forms for students to practice filling out. Chapter 3: "The Interview" provides tips on preparing yourself for an employment interview. There are tips related to appearance, speech, and attitude. Excerpts are provided from seven job interviews, for students to analyze the interviewee's effectiveness. Chapter 4: "The Follow-Up" discusses the importance of following up with the employer after the first interview, and gives tips on doing this effectively. Chapter 5: "How to Pass a Test" discusses how to prepare for subject matter tests, how to prevent nervousness about test-taking, and various other tips which may help people pass tests. A number of questions on vocabulary, arithmetic, spelling, and grammar are provided to give students practice in answering questions which may be found on employment tests. Chapter 6: "Writing a Resume" discusses the purposes of a resume, material to be included and ways to organize the material. Two sample resumes are provided for students' reference. Chapter 7: "References" discusses what you can do to make your references good ones, including a few suggestions on what you might do if you have a poor work record or have been in trouble with the law. Chapter 8: "Getting a Better Job" provides some general principles related to getting promoted or finding another job elsewhere.

There is no instructor's guide.

EVALUATOR'S COMMENTS: The booklet is designed to be self-instructional, and parts of it might be useful as supplementary material in the areas of job-seeking and job-getting. However, the section on appearance in the job interview reinforces sex-stereotyping by providing females with advice on having "a nice figure," including one particularly ludicrous example.

In addition, the reading level might be too advanced for some CYA wards.

TITLE: *Selecting a Career* (1976)

PUBLISHER: Educational Dimensions Corporation
Box 126
Stamford, Connecticut 06804

COST: $89.00

FORMAT: Two filmstrips, one cassette accompanying the filmstrips, five additional cassette tapes, teacher's guide

LEVEL: 7th - 12th grade

FEATURES: *Selecting a Career* is designed to help the noncollege-bound student to begin to examine the general components of career decision making and the specific lifestyles and work requirements of ten occupations.

The first filmstrip in the program emphasizes the necessity for examining special skills, interests, ambitions, and lifestyle and work atmosphere considerations when making a career decision. Aptitude tests and part-time jobs are discussed as means by which the student may explore each of these areas. The point is made that no single career will fit all individual needs and that priorities must be established. Viewers are encouraged to consult professionals such as guidance and vocational counselors for assistance in matching skills and interests with occupational opportunities. Other sources of career information given are libraries, manpower programs, public and private employment agencies, trade unions, newspapers, friends, and relatives.

The second filmstrip focuses more closely on the rewards and requirements of specific occupational areas. Areas covered include building trades, the arts, electronics, transportation, office services, personal services, and civil service.

The five cassette tapes provided on the program each focus on two specific careers, one on each side of the cassette. These tapes are in interview format with a worker in the specific job giving details on training requirements, basic skills necessary, job outlook, advancement possibilities, salary, and the various tasks involved in the job.

The teacher's manual consists primarily of the script for the two filmstrips, but also lists four follow-up activities. These activities include setting up an in-class presentation by representatives of employment agencies, conducting a career fair, role playing job interviews, and having students list their own skills, ambitions, job desires, and job dislikes.

EVALUATOR'S COMMENTS: The content of tapes and filmstrips is potentially very informative, but narration is slow-moving. In addition, of the ten workers interviewed on the career tapes, only two are women: one clerk-typist, one beautician.

TITLE: *First Weeks of Work*, by Gordon G. Barnewall (1976)

PUBLISHER: Relevant Productions, Inc.
P.O. Box 68
Indian Rocks Beach, Florida 33535

COST: $31.75

FORMAT: 30 student booklets, 1 read-along cassette tape, teacher's manual, 30 student skill sheets

LEVEL: 4.1 Dale-Chall Readability Formula

FEATURES: *First Weeks of Work* is designed as a "personal reading module" and can be used on a self-instructional, small group, or whole class basis. The read-along cassette allows the slow or poor reader to grasp the content despite his/her handicap.

The program discusses three possible areas of conflict with which the beginning worker might be confronted: the boss, fellow workers, and the job itself. In each case, the text points out possible reasons for conflict and suggests means by which these might be avoided. The text is followed by a glossary and a "challenge activity." The activity asks students to generate a list of other possible conflicts in each area and to identify those which would be the most difficult to resolve.

The student skill sheet provides a review of the text as well as a test on material covered. Students match vocabulary words from the text with their meanings, identify their own attitudes about job conflict situations, and consider the different types of conflicts that might arise on different types of jobs. A teacher's guide to the use of the skill sheet and an answer key are provided.

EVALUATOR'S COMMENTS: This material presents a very brief look at how one might deal with on-the-job conflicts. It might best be used as introductory materials for on-the-job interpersonal relationships. It would not be sufficient for use as a complete unit by itself.

TITLE: *The ABC's of Getting and Keeping a Job* (1969)

PUBLISHER: Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

COST: $88 for filmstrips and cassettes; $87 for filmstrips and records

FORMAT: 8 filmstrips, 4 tape cassettes or records, teacher's manual

LEVEL: 7th - 12th grade

FEATURES: *The ABC's of Getting and Keeping a Job* provides an overview of all the elements that make up job acquisition and maintenance, and provides in-depth information on specific topics in these areas.

Filmstrip A introduces the series, using each letter of the alphabet to emphasize a topic to be discussed. Filmstrips B and C focus on the job hunt. Topics include the procedures to be followed in obtaining a social security card and working papers, and in completing a job application.

Filmstrip D, "On the Job," emphasizes the practical aspects of job maintenance. Students receive information on the use of punch clocks, employee deductions and benefits, the importance of following directions, and proper conduct for interaction with fellow workers and supervisors.

"Budgeting Your Money" discusses the importance of making allowances for such items as transportation, leisure, emergencies, insurance, and medical care. A sample budget is shown for a young worker living with his parents.

The final two filmstrips discuss labor unions and general rules for good health. Information is presented on the purposes of and benefits derived from union membership, emphasizing their role in overseeing working conditions, working hours, and wages. "Health Rules" focuses on the relationship of good health to job maintenance. Diet, regular check-ups, and good personal hygiene are discussed as keys to good health. Job related items include notifying the employer when illness occurs and obeying safety rules on the job.

The teacher's manual is divided into seven units covering all but the introductory filmstrip. Each unit includes a list of vocabulary and "understandings and information" to be developed. A summary of the concept and suggested activities are given for each key item introduced in the program. A brief test follows each unit and a comprehensive final examination is provided.

EVALUATOR'S COMMENTS: Narration for the filmstrip is very slow-moving, making it difficult to concentrate on the information being presented. The program itself is, however, very complete.

TITLE: *The Employment Interview*, by Harry Moon (1972)

PUBLISHER: Milady Publishing Corporation
3839 White Plains Road
Bronx, New York 10467

COST: $75.00

FORMAT: 36 color slides, cassette tape (narration), instructor's manual

LEVEL: 11th - 12th grade

FEATURES: This program presents a brief (10 minutes) look at positive and negative approaches to the employment interview. The narrated slides follow two young people through the interview situation emphasizing strengths and weaknesses.

Each slide is keyed to the "Scene Description and Commentary" section of the teacher's manual. The manual also provides discussions of the program's purpose, necessary preparation for presentation, suggestions for discussion and out-of-class assignments, and a test with an answer key covering the program's content. Suggested assignments include having individual students explain the procedures for completing a job application form from a local firm, prepare a resumé, and conduct an in-class interview. Students also discuss how their current behavior reflects the characteristics often sought by employers, and practice responding to typical interview questions.

The Employment Interview may be used as a complete unit in itself, or as a supplement to Lesson 7 of *Job Orientation*, another Milady Publication. (See page 21 for an annotation of this material.)

EVALUATOR'S COMMENTS: The brevity of the audio-visual format helps to insure that the student's attention will be held. The pace is fast-moving and allows for a discussion break between the two situations presented.

The material would probably serve best as a supplementary or review unit on interviewing, rather than as a complete unit in itself.

TITLE: *The Interview*, by Gordon G. Barnewall (1976)

PUBLISHER: Relevant Productions, Inc.
P.O. Box 68
Indian Rocks Beach, Florida 33535

COST: $31.75

FORMAT: 30 student booklets, one tape cassette, teacher's manual, 30 student skill sheets

LEVEL: 4.3 on Dale-Chall readability scale

FEATURES: The text of *The Interview* tape and student booklet covers what to expect during a job interview and gives tips on how to conduct yourself during the interview. Students are to read the text while they listen to it on the tape. Topics covered include how to handle nervousness, advice on appearance, how to respond to the interviewer's questioning, how to ask questions of the interviewer, and other hints related to conducting yourself effectively during the interview and following up afterwards.

The teacher's manual contains suggestions on discussions and other activities related to the program content. These include discussion on the importance of impressions during an interview, key terms used in the text, and students' reactions to the text. In small groups, students are to conduct simulation interviews, with part of the group observing and critiqueing students who serve as interviewer and interviewee. The observers are to evaluate the actions and responses of the role-play participants, including physical presentation, method of questioning, clarity of answering, and general conduct of interpersonal relations. There is also a Skill Sheet for students to complete individually, which evaluates their understanding of the text.

The teacher's manual also describes how to use the materials for individualized rather than whole class instruction, and suggests two activities to expand on topics covered in the text, including inviting a professional interviewer to conduct an interview for the class.

EVALUATOR'S COMMENTS: The content sophistication level is appropriate for teenagers and adults, although the format of reading along in the booklet while listening to the tape is not very stimulating. The content would be very helpful in preparing people to conduct themselves effectively in job interviews.

TITLE: *About Getting a Job* (1975)

PUBLISHER: Channing L. Bete Co., Inc.
45 Federal Street
Greenfield, Massachusetts 01301

COST: $1.00 each for single copies; prices vary for larger quantities

FORMAT: Student booklet

LEVEL: 9th - 12th grade

FEATURES: This student booklet is designed in cartoon format. It presents brief, factual information on procedures to be taken and things to be considered in seeking, applying for, and maintaining a job.

The booklet begins with a brief summary of the current employment situation in the United States, pointing out trends leaning toward more white collar than blue collar jobs, increase in job opportunities in service occupations, and the increasing need for higher education training. Taking these facts into consideration, an outline is presented of a step-by-step plan for entering the job market. The steps include writing out a complete self inventory, listing employer possibilities and sources of job information, preparing for the interview, and estimating income needs.

To aid the student in preparing the self inventory, questions are posed such as "Do you have special talents or abilities that are of value in the job market?", "What is your job experience?", "Do you prefer working alone or with others?", "How do you feel about authority?", "What hours are you willing to work?", and "What gives you personal satisfaction?" To help students discover what kinds of jobs are available, the booklet lists nearly 200 job titles under seven cluster areas, describes ten sources to be explored for training opportunities, and lists a variety of jobs in which part-time work is often available.

Newspapers, training centers, government offices and personal contacts are discussed as sources of job information. It is suggested that before reaching this step in the job hunt, the student should develop a resumé and a sample letter of inquiry or application. Samples of both are provided.

In preparation for the interview, the booklet lists and describes seven steps the student should follow: 1) research the company, 2) develop self-confidence, 3) prepare extra copies of the resumé, 4) practice answering common interview questions, 5) dress appropriately, 6) allow sufficient time, and 7) know where to report for the interview and how to get there. Tips are also given on how to effectively participate in the interview, and things to consider before accepting employment.

EVALUATOR'S COMMENTS: The booklet presents the general facts and procedures necessary for a successful job hunt but does not offer any practice situations for the student. It would best serve as a final review of all the areas to be covered in a Job Survival Skills program.

TITLE: *Our World of Work*

PUBLISHER: DEF Media Corporation
210 N. Boston Avenue
North Massapequa, New York 11758

COST: $80.00

FORMAT: 5 filmstrips with cassette tapes, filmstrip guide

LEVEL: 7th - 12th grade

FEATURES: *Our World of Work* consists of five short sound filmstrips focusing on work attitudes in general and the work habits of four individuals in different on-the-job situations.

The first filmstrip, "Why We Work," presents a rationale for working as well as an overview for the remaining filmstrips. The major points emphasized are that people work for a variety of reasons including to earn money and to be with other people; that there are thousands of different kinds of jobs and each one is important; and that students should explore a variety of job information sources during the job seeking process.

The four remaining filmstrips continue to build on the concepts presented in the overview and offer additional tips on getting and maintaining a job. "Working at the Car Wash" emphasizes the importance of preparing for the job including arranging for transportation, dressing properly, and getting to work on time. "Working at the Service Station" emphasizes neatness, cooperation with co-workers, and paying close attention to directions and safety rules. "Working at the Factory" and "Working at the Restaurant" reemphasize the importance of personal cleanliness, paying careful attention to directions, and displaying a positive work attitude.

EVALUATOR'S COMMENTS: This program is primarily motivational and shows how the same basic work habits apply to jobs in very different occupational areas. For maximum effectiveness, the program would have to be supplemented with materials offering more specific information and opportunities for practicing skills.

TITLE: *Finding Your Job* (1972)

PUBLISHER: Eye Gate Media
146-01 Archer Avenue
Jamaica, New York 11435

COST: $66.00

FORMAT: 6 filmstrips with audio cassettes

LEVEL: 7th - 12th grade (no reading required)

FEATURES: The six filmstrips in this program follow the general theme of helping students to understand the importance of setting and following through on career goals. The point is made that these goals may change over time, but that they will help the student to make steady progress on career development.

"Working for Someone Else" discusses the personal priorities one must consider in making a job selection. The filmstrip points out common pitfalls such as selecting a job solely on the basis of salary or the ease with which the tasks can be performed. The importance of meeting one's responsibilities is emphasized as a major criteria for holding a job. These responsibilities include learning to work cooperatively with fellow workers and supervisors.

"What Can You Do?" discusses the need for early identification of personal interests and skills. It is suggested that students develop a "what can I do list" including courses in which they have excelled, favorite leisure activities, sports, and hobbies, and all past work experience and duties involved.

"Job Shopping" presents an overview of various sources of information on job openings. Students are encouraged to develop a resumé for easy comparison of their qualifications with job requirements.

"The Job Interview" discusses making an initial contact with possible employers by telephone or through mail. Suggestions are made on procedures to follow when applying at a company that has not advertised a job opening.

"Moving to a Better Job" emphasizes that a "better job" is one that brings the individual closer to an established career goal. The primary factor to look for is the potential for increased job employment.

"Finding a Career" primarily presents a summary of the information given on all previous tapes. Emphasis is placed on selecting a first job that will provide a headstart toward the attainment of career goals.

Each cassette tape and filmstrip ends with a teaching guide. This section on the filmstrips presents a summary of the information presented and offers questions for discussion. The guide at the end of the cassettes also summarizes the information presented, and suggests follow-up student activities.

EVALUATOR'S COMMENTS: The taped information is well-paced and easy to understand. The program is primarily motivational though some specific "how to" information is presented on at least four of the six tapes. There are no opportunities for students to practice skills.

TITLE: *Forms in Your Future*, by M. Goltry (1975)

PUBLISHER: Learning Trends, A Division of Globe Book Company, Inc.
175 Fifth Avenue
New York, New York 10010

COST: $2.25 each for student workbook, $92.00 for cassettes, no charge for teaching guide

LEVEL: 7th - 12th grade

FORMAT: Student workbooks, teaching guide, 12 cassette tapes

FEATURES: The student workbook for *Forms in Your Future* contains 24 different forms which most people in the roles of wage earner and consumer encounter in everyday life. The goal of *Forms in Your Future* is to familiarize students with these forms and to give them practice in reading and filling out the forms. The emphasis is on helping students develop confidence in their ability to handle unfamiliar forms in a variety of situations. This set of materials was created especially for under-achievers, although it may be used with students with a wide range of abilities.

The pages in the student workbook are perforated for easy removal, and punched to fit into students' notebooks. The forms include an application for a social security number, typical office and factory job application forms, a union membership application form, a number of bank forms (e.g., applying for checking and savings accounts, making deposits and withdrawals), application forms for driver's and marriage licenses and various types of insurance and credit cards, and federal income tax and voter registration forms.

The lesson related to each form opens with a brief text introduction to the form and its purpose. This is followed by a section on "Special Words" which appear on the form and which students may not know. Students are to look up the words or phrases they don't know and then write a short definition for each or use it in a sentence. A section called "Hints and Helps" contains useful tips related to filling out the form, which students then complete individually. The forms are presented in separate, self-contained lessons and may be presented selectively or in any order. The student workbook also contains a list of abbreviations often used on various forms.

The teaching guide describes the rationale, content, and suggested format for the program. It contains suggested questions, activities, and other ideas for use in presenting each of the forms; and a complete lesson plan for one form, which the teacher may use as an example in developing lesson plans for the rest. The guide also contains definitions for all of the "Special Words" sections.

The 12 tape cassettes contain 24 lessons corresponding to the lessons in the student workbook. The narration takes the student through each lesson, pausing while the student completes the written work.

EVALUATOR'S COMMENTS: The tape cassettes were not provided for our review. The program presents a wide range of forms and the instructor is free to focus on as few or as many as appropriate. The forms could be covered in a separate course or could be incorporated into a variety of academic courses. Content and instructions in the student workbook are helpful and clear, and the reading level seems appropriate for most CYA wards.

TITLE: *Work Application* (1977)

PUBLISHER: Relevant Productions, Inc.
P.O. Box 68
Indian Rocks Beach, Florida 33535

COST: $9.50

FORMAT: 30 case study guides, 30 application forms, teacher's guide

LEVEL: 10th grade on Fog Count readability scale

FEATURES: *Work Application* is part of the *Apply* series of materials which were designed to teach important skills about various types of application forms and how to complete them.

Work Application emphasizes the importance of being able to describe your qualifications and experiences in writing as well as in person. The four-page student case study guide describes several purposes of work application forms, and presents a brief vignette which highlights the importance of completing such forms clearly and accurately. The student guide also includes a sample, completed work application form and a discussion of what are designated as the most important items (e.g., special qualifications and skills, reason for leaving present position, problems with the law or your health, and references). After going through the case study guide, students complete their own blank application forms.

The teacher's guide outlines the steps to follow in leading students through the case study guide and blank work application forms. It includes suggested questions for discussion of the case study guide and the students' completed application forms.

EVALUATOR'S COMMENTS: The teacher's guide is sketchy and does not provide possible responses or criteria to use in evaluating responses to the suggested discussion questions. The information in the case study guide is helpful, but the reading level may be too advanced for some CYA wards. These materials could be used to supplement others in the job-getting area, focusing specifically on completing job application forms.

TITLE: *Education for Occupations* (1972)

PUBLISHER: Eye Gate Media
146-01 Archer Avenue
Jamaica, New York 11435

COST: $88.00

FORMAT: 8 filmstrips and tape cassettes

LEVEL: No reading required.

FEATURES: *Education for Occupations* consists of eight filmstrips and accompanying tape cassettes, covering jobs in eight different occupational fields. The program covers working in a service station, a supermarket, the printing industry, food services, with business machines, in building maintenance, in manufacturing, and in a hospital.

Each filmstrip discusses the importance of jobs in the field covered, the types of abilities required, and some of the tasks typically associated with jobs in that field. Workers of both sexes and various races are shown performing tasks in actual work settings. The filmstrips describe types of on-the-job training that occur, and point out ways in which teachers, counselors, or other school staff can provide assistance to students interested in jobs in the fields covered. Each filmstrip describes the satisfactions to be gained from work in that field, and highlights for students the personal interests which may be fulfilled by the various jobs.

At the end of each filmstrip there is a summary which generally describes the type of training required, the typical types of tasks on the job, and the abilities which are important for success in the field.

Each tape cassette concludes with a section called "A Guide for the Teacher," which includes information similar to that presented in the filmstrip summary. There is no student workbook or written teacher's guide.

EVALUATOR'S COMMENTS: These materials could be useful in introducing students to the types of jobs found in the eight fields covered. However, they often reflect sex stereotyping: "Working in a Service Station" shows only males on the job, and "Working with Business Machines" focuses on females. The summary sections tend to refer to the student as "he" only.

TITLE: *On the Job: Four Trainees* (1971)

PUBLISHER: Guidance Associates
41 Washington Avenue
Pleastville, New York 10570

COST: $48.50

FORMAT: 4 filmstrips, 2 12" lp records or cassettes, discussion guide

LEVEL: 7th - 12th grade

FEATURES: *On the Job: Four Trainees* is designed to show young women and men some of the career opportunities open to high school graduates, and to describe several different types of on-the-job training.

The four filmstrips present four different individuals, each in a different job and type of training program. The jobs are hotel and restaurant manager, machinist, licensed practical nurse, and general utility man. The four types of training programs are advanced vocational education, apprenticeship, an upgrading program, and on-the-job training.

The first filmstrip focuses on a young man enrolled in a two-year advanced vocational education course in hotel and restaurant technology, at a city community college. The second focuses on a young man working as an apprentice machine repairman for a large farm equipment company. The third deals with a woman advancing from nurse's aide to licensed practical nurse through an upgrading program in the hospital where she works. The fourth filmstrip deals with a young man completing an on-the-job training program at a utility company.

Each filmstrip describes characteristics of the job and the training program, using interviews with the trainees and program supervisors. The focus is on what skill training means and how to get it. The trainees also discuss their motivations, aspirations, and experiences related to their jobs and their training.

The teacher's guide describes the program's purpose and content, and gives suggested discussion questions for the filmstrips. It also suggests activities related to the topics presented, and contains a section of supplementary material related to the four occupational fields described. The supplementary material provides information for students interested in learning more about any of these fields; it includes information on sample courses of study or training programs, and on sources of additional information (e.g., professional organizations). The teacher's guide also contains all four filmstrip scripts.

EVALUATOR'S COMMENTS: The filmstrips are well-paced and informative. They are ethnically balanced, but only one of the four trainees presented is a woman (and in a field traditionally occupied by women). The materials would be useful in emphasizing the values of on-the-job training programs, and in familarizing students with the four occupational fields covered.

TITLE: *All in a Day's Work*, by Miriam Levitt Baygell and Anne Ackerman (1974)

PUBLISHER: Learning Trends,
A Division of Globe Book Company, Inc.
175 Fifth Avenue
New York, New York 10010

COST:

FORMAT: Book

LEVEL: 7.5 Fog Readability Count

FEATURES: *All in a Day's Work* contains 31 true stories about real people in a variety of occupations. The occupations are dogcatcher, mailman, bus driver, policeman, plumber, nurse, coast guard, bank teller, locksmith, elevator operator, telephone operator, photographer, pilot, gas station worker, television repairman, trash collector, carpenter, gardener, train conductor, reporter, waitress or waiter, cashier, door-to-door salesman, hairdresser, taxi driver, doctor, secretary, librarian, teacher, lawyer, and weatherman.

The stories are brief, generally less than a page long. They describe various situations which have been encountered by the people in the occupations covered. The situations range from humorous to dangerous.

Exercises following each story are designed to help students with listening, speaking, reading, and writing. They include questions related to the story content and vocabulary, and conclude with a series of questions about the specific job described in the story. These final questions stimulate students to think about their own interests and whether they would like that particular job.

There are review exercises after every few stories, and a one-page list of tips on how to get and hold a good job. At the end of the book there is a list of careers related to the 31 occupations covered, to help students see that there are other jobs in the same fields.

There is no teacher's guide.

EVALUATOR'S COMMENTS: The stories are interesting and brief enough to hold the reader's attention. Some of the exercises would be more appropriate in a reading class, but the final exercise for each story does a good job of helping the reader to evaluate the occupation and whether s/he would like to work in it.

Although there is no teacher's guide, the exercises are either open-ended or simple enough that this is no problem.

TITLE: *Craftsmen* (A film by Hans Halberstadt)

PUBLISHER: Barr Films
Post Office Box 5667
3490 East Foothill Boulevard
Pasadena, California 91107

COST: $250.00 for purchase, $20.00 for rental

FORMAT: 16mm color film

LEVEL: No reading required.

FEATURES: This is a 16mm color film, with narration , which runs for 19 minutes. The purpose of the film is to motivate personal consideration of job choice and a commitment to doing a job as well as it can be done.

The film explores the work activities of six craftspeople: printer, woodworker, tool and die maker, jeweler, electrician, and glass blower. The craftspeople include one woman and five men. As the people work, they discuss their work and their personal concepts of what "craft" means.

Although the different jobs entail different techniques and technology, the film emphasizes that there are certain elements basic to all crafts. These elements include mastery of technique, attention to detail, pride in a job well done, and caring about your work, whatever it is. The film concludes that the best reward in any craft comes from knowing that you have done something as well as you can do it.

The color, sound, and manner in which the six crafts are explored by the camera keep the viewer's attention throughout the film. Included in the film case is a list of "Thoughts for Discussion" which can be used to stimulate discussion after showing the film.

EVALUATOR'S COMMENTS: The manner of presentation makes the film very interesting so that it would probably hold the student's attention. The content of the film, however, does not directly relate to any of the need areas. It might best serve as a resource material for helping students to explore a variety of careers and to identify those things that would be most important for them in their job choice.

TITLE: *On Your Own: How Marcia Learned to Handle Her Own Money* (1968)

PUBLISHER: Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

COST: $1.29 each

FORMAT: Student text/workbook

LEVEL: 5th - 6th grade

FEATURES: *On Your Own* presents the story of a young working woman who must learn to manage her own money for the first time. The main character has just moved to a new city and located employment. As the story progresses, she must establish a checking account, rent an apartment, apply for credit, and budget miscellaneous expenses. Brief sections of text explain in story form the procedures involved in each of these tasks.

Exercises are interspersed with the text throughout the workbook. In section 1 students practice filling out a deposit slip, writing checks and maintaining a check recordbook. In section 2 the exercises focus on estimating costs for rent, utilities, telephone, and transportation. Section 3 is concerned with the management of credit accounts, and in section 4 students practice developing a budget for all necessary items. A wrap-up section at the end of the workbook provides a review of all preceding lessons.

EVALUATOR'S COMMENTS: The content of this material might be of particular interest to older students facing the possibility of being on their own soon. The story and exercises are fast-moving and realistic.

Though published in 1968, the situations and pictures presented are not out-of-date. Price approximations given could be easily adjusted by the instructor or student.

Search Letter to Commercial Publishers

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 ● 415/493-3550

Dear Colleague,

The California State Department of the Youth Authority (CYA) has contracted with the American Institutes for Research (AIR) to design a series of instructional modules in Job Survival Skills for the training of youthful offenders. The specific purpose of the modules will be to organize a selected number of the many existing commercial materials related to the topic area into a systematic program of instruction. The development of such a system would aid the instructors at the CYA facilities and, potentially, the instructors at other educational institutions in making more efficient and successful use of a variety of commercially produced resources.

Our present task is to identify, collect, and review as many as possible of the currently available materials related to job survival skills. We are soliciting copies of student texts, teacher's guides, films and filmstrips, curriculum guides, workbooks, individual activities, and similar materials covering skills in:

Employment Seeking and Job Maintenance
Developing Positive Attitudes Toward Work
Interpersonal Relationships
Work Habits
Career Awareness and Career Exploration
Career Decision Making
Personal Appraisal
Personal Money Management
Etc.

The materials will be reviewed for emphasis on topics related to job survival skills, potential flexibility of use, and adaptability to a variety of learning situations and special instructional needs of CYA students.

A final screening of the materials collected will be conducted by CYA staff in late April 1977. We request permission to retain any materials received until that time. (If that is not possible, please specify when materials must be returned.)

Please forward materials to my attention at the address given above.

Your assistance is greatly appreciated.

Sincerely,

Ellen A. Stewart
Project Director

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Career Education Publishers List

Abt Associates
55 Wheeler Street
Cambridge, MA 02138

Academic Games Associates
430 E. 33rd Street
Baltimore, MD 21218

ACI Films
35 West 45th Street
New York, NY 10036

Addison-Wesley
School Division
2727 Sand Hill Road
Menlo Park, CA 94025

Aims Instructional Media Services, Inc.
P. O. Box 1010
Hollywood, CA 90028

Allyn and Bacon, Inc.
2905 Apple Street
Mt. Vernon, IL 62864

Amazing Life Games
P. O. Box 506
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